

THE **DEAF** AMERICAN

THE NATIONAL MAGAZINE FOR ALL THE DEAF



Breakfast visit to Gallaudet College—Left to right: Ruth Reed, Claude Stout, Anthony Heller, John Brand, II, Rosemary Alberti, Senator Charles Percy (R-Ill.), Marsha Flowers, Daniel Fitzpatrick and Sue Saline. (See story on page 3.)

75c Per Copy

NOVEMBER 1977

The Editor's Page

On Interpreters and Interpreting

Standards and certification of interpreters for the deaf have come a long way since the founding of the National Registry of Interpreters for the Deaf in Muncie, Indiana, in June 1964. Likewise, interpreting has gained almost universal acceptance.

Evaluation and certification of interpreters still cause a lot of concern, both among the interpreters and the deaf—as consumers. We have many, many certified interpreters in one or more skill areas. We have many, many more persons who are training or aspiring to be interpreters.

From another perspective, we have hundreds of competent interpreters who do not wish to be evaluated because they do not want to be on call, or for other reasons. We have thousands of persons who do occasional interpreting in informal situations—those whose skills are minimal or not even average.

We still have to combat misconceptions of all kinds. One of the foremost is that learning to sign fairly well

makes one an interpreter or places one well on the road to competence/certification.

Fee schedules are usually deserved, but hard to achieve. Few interpreters can expect to earn a livelihood serving only occasionally.

Standardized signs, especially in the legal setting, have come a long way, too. As yet, however, these signs have not reached the majority of the deaf to the extent they have become everyday language or part of Ameslan.

The National Interpreter Training Consortium has been in existence two years and has had a strong impact nationwide. So has the National Association of the Deaf's SIGN project (Sign Instructors Guidance Network). State and local efforts have surfaced and should become more effective due to the requirements of Section 504 of the Rehabilitation Act of 1973.

Reader assessment is welcome.

On Deaf Theatricals

While in Rochester last weekend (or on November 12 to be exact), it was our pleasure to take in the National Technical Institute for the Deaf's fourth (and final) presentation of "Alice in Wonderland." As stated on the program it was a play in sign language and voice adapted from the Lewis Carroll novel by Marjorie Pratt, the director.

Marjorie Angelucci as Alice and Bill Barber as the White Rabbit were great. The technical crew performed wonders in setting and lighting. The costumes were spectacular. Judging from the reception of

hearing members of the audience not familiar with signs, we had every reason to believe that the readers were doing an excellent job.

Act I dragged somewhat, but Act II (after intermission) had a more lively tempo. The final scene—The Trial—was the highlight. "Alice in Wonderland" was chosen to perform for the New York State Theatre Festival in Oswego on November 18-20.

Other NTID Theatre presentations for 1977-1978: "A Streetcar Named Desire" and "The Phoney Gentleman" plus a Mime Workshop/performance.

Getting Back on Schedule (We Hope!)

Following this issue—in two weeks, hopefully—will be our December issue. If that is not possible, the January issue will follow closely on the mailing of the December issue.

Readers have suggested that we catch up and then date magazines ahead to overcome the "psychological" frustrations of seeing one months issue (or so labeled) reaching readers around the middle of the following month. Sounds complicated, eh? By mid-January we will be feeling either elated (for a change) or frustrated (as customary).

The DEAF American

Official Publication of the
National Association of the Deaf

EDITORIAL OFFICE
5125 Radnor Road
INDIANAPOLIS, INDIANA 46226

Printed by Franklin Printing Service, Inc.
Franklin, Indiana 46131

Postmasters: Send Form 3579 to
National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

Volume 30, No. 3 November 1977

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THE DEAF AMERICAN is published monthly except joint July-August issue at 814 Thayer Avenue, Silver Spring, Maryland 20910. Second class postage paid at Silver Spring, Maryland, and additional offices. Subscription rates: United States and possessions, the Philippine Islands, Canada, Spain, Mexico, Central and South American countries except Guianas, 1 year \$6.00; 2 years \$11.00. Other countries, 1 year \$8.00.

Correspondence relating to editorial matters, articles, and photographs should be addressed to JESS M. SMITH, 5125 Radnor Road, Indianapolis, Indiana 46226. Subscriptions should be sent to THE DEAF AMERICAN, 814 Thayer Avenue, Silver Spring, Maryland 20910. Changes of address and complaints regarding non-deliveries should be addressed to THE DEAF AMERICAN, 814 Thayer Avenue, Silver Spring, Maryland 20910. Changes of address should reach the NAD Home Office by the first of the month of publication. The advertising in THE DEAF AMERICAN does not necessarily reflect the editorial policy of the magazine nor imply endorsement.

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NOVEMBER 1977

Senator Percy Breakfasts With Illinois Students

Senator Charles Percy. (R-Ill.) had breakfast with several Illinois students attending Gallaudet College on Tuesday morning, October 11, in the College Dining Hall. Senator Percy, who has a slight hearing loss and uses a hearing aid, was on campus in late September and at that time was invited to have breakfast with some of his constituents.

Eight students, along with Dr. Edward C. Merrill, Jr., president of Gallaudet College, and an interpreter, talked with the senator about various issues ranging from politics to deafness. The senator has taken an active interest in

areas related to hearing loss and is also a very enthusiastic supporter of closed captioned programs on television. This past spring, the CBS television network featured deafness and Gallaudet College on "60 Minutes." The Gallaudet segment of the program was captioned but the rest of the program was not. Senator Percy wrote an editorial which appeared in the *Washington Post* and other major newspapers, criticizing CBS for not captioning the entire "60 Minutes."

The Illinois students who attended the breakfast were: Ruth Reed, a sophomore from Dixmoor; Anthony Heller, a jun-

ior from Lena; John W. Brand, II, a junior from Chicago; Rosemary Alberti, a freshman from Chicago; Marsha Flowers, a junior from Carrollton; Daniel Fitzpatrick, a senior from Custer Park; and Sue Saline, a senior from Rio. All of these students graduated from the Illinois School for the Deaf in Jacksonville prior to matriculating to Gallaudet.

Claude Stout of Pittsboro, North Carolina, who is a senior at Gallaudet also attended the breakfast as a representative of the Student Body Government.

Connecticut's Senator Weicker Installs TTY's

Senator Lowell Weicker (R-Conn.) on October 7, 1977, installed TTYs, in both his Hartford and Bridgeport offices. A deaf individual can now call on Weicker's local or toll-free office telephone numbers and "speak" with staff members by typing messages back and forth on the TTY. Through the use of the TTY, the deaf population of Connecticut will be able to express their opinions on Federal issues and receive the same constituent services available to those who hear.

Weicker is the only U.S. Senator to make this type of service available to his constituency. He has installed the

TTY in his two state offices for a six-month trial period, during which time careful usage records will be kept. If the test period goes as expected, Weicker will ask his colleagues to approve funding for TTYs in every Congressional office which desires them.

"Government must be accessible to all its citizens," said Weicker. "I firmly believe the deaf community should be able to contact their elected representatives—with a question, a problem, an opinion or a request—just as quickly and as easily as everyone else. It is our responsibility to make this kind of com-

munication possible."

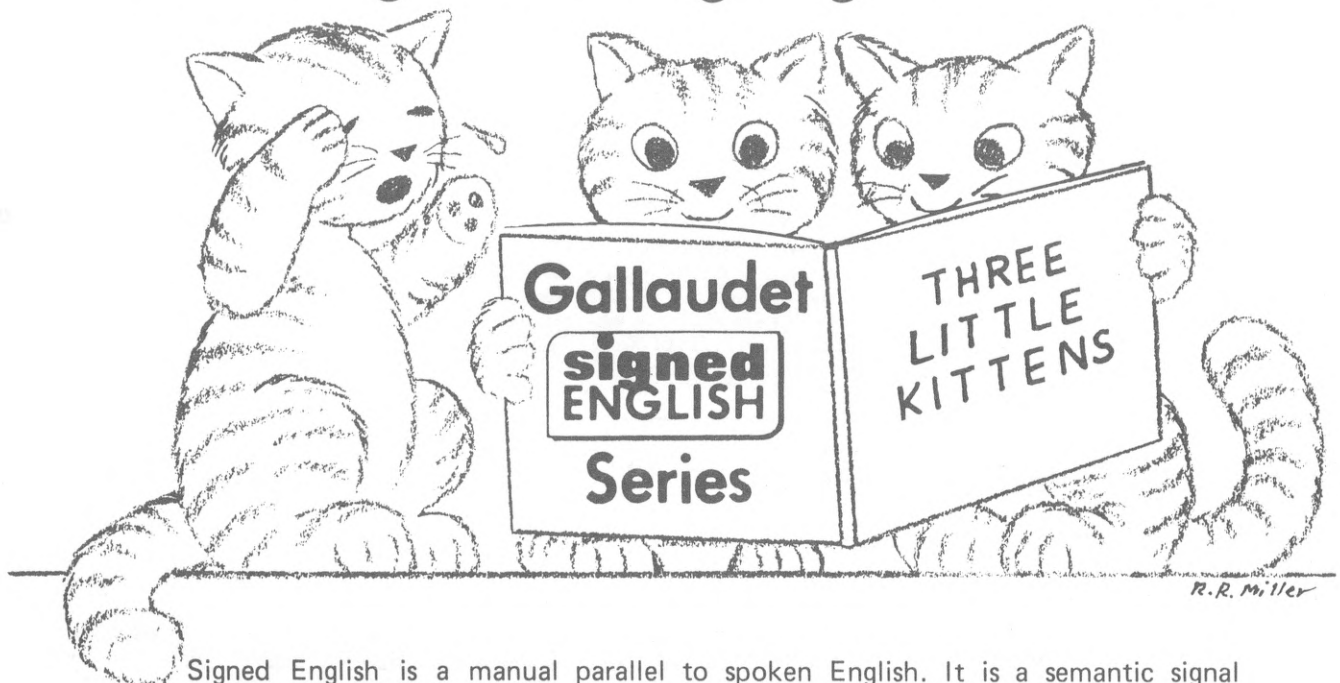
Deaf persons who wish to contact Weicker's office should use the following telephone numbers in conjunction with the TTY: HARTFORD: 244-2882; BRIDGEPORT: 335-0195; TOLL-FREE NUMBER FOR USE THROUGHOUT CONNECTICUT: 1-800-972-4239.

Weicker and his staff have worked with a number of organizations for the deaf in both Connecticut and Washington to make this service possible. The two machines have been made available for the trial period courtesy of the Micon Corporation of Oakland, California.



TTY DEMONSTRATION—Nancy Connors of the National Center for Law and the Deaf demonstrates the use of a portable teletypewriter to Senator Lowell Weicker, Jr. (R-Conn.). The senator has installed TTYs in his Hartford and Bridgeport offices for use by his deaf constituents.

For English Language Learners



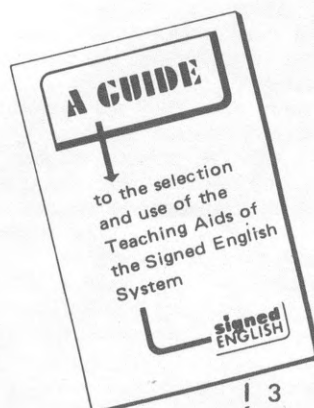
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Interpreted And Simultaneous Reception Of Sentences By Hearing Impaired Persons¹

By FRANK CACCAMISE and RICHARD BLASDELL

National Technical Institute for the Deaf

Abstract

Hearing impaired persons were presented sentences under oral-manual interpreted² and simultaneous (speech and manual communication together) test conditions. Subjects received the sentences better under the simultaneous test conditions than under the interpreted test condition. The closer synchrony of the speech message with the manual message under

the simultaneous condition than under the interpreted condition is suggested as one possible explanation for this difference. The results of this study suggest that simultaneous communication is better than interpreted communication for hearing impaired persons.

Interpreters have served a valuable role for deaf and hearing persons for many years in a variety of communication situations. However, research on the effectiveness of interpreters in serving in their intermediary communication role is presently lacking. Garretson (1976), president of the National Association of the Deaf, emphasized the importance of interpreters, but he also stated:

Genuine advocates of total communication realize that everyone, deaf and hearing alike, prefers direct communication without third party intervention. It is of paramount importance that we understand that the use of an interpreter as a communication vehicle is less than optimal and should be resorted to only on a real-need basis . . . (p. 3)

The purpose of this study was to begin to investigate the effectiveness of oral-manual interpreters, with follow-up studies planned on the effectiveness of oral interpreters as well as oral-manual interpreters. An oral interpreter mouths what the presenter is saying. An oral-manual interpreter, traditionally referred to as a manual interpreter, mouths and manually communicates (signs and fingerspells) what the presenter is saying.

Research has supported complementary roles for audition and vision in communication. Speech communication research has shown that hearing impaired persons and hearing persons perform better on tests of speech reception when allowed to use both speechreading and listening together as opposed to either alone. Further, several studies have reported results showing that some hearing impaired subjects attain higher speech reception scores under a combined auditory-visual test condition than can be accounted for by merely summing their separate scores for audition

(listening) and vision (speechreading). These results support the following statement by Oyer (1966): "Even though the acoustic component of the spoken word may be distorted to the hard of hearing person and the visual component somewhat obscure, the combined stimuli provide more cues or information than either given alone" (p. 111).

Further support for the complementary roles of audition and vision in communication is provided by the test performance of hearing impaired students at the National Technical Institute for the Deaf (NTID). Assessment of NTID students' receptive communication skills includes the following five areas (Johnson, 1976): 1) listening alone, 2) speechreading without sound, 3) speechreading with sound, 4) manual reception (signing and fingerspelling) and 5) simultaneous reception (speechreading with sound and manual communication). Test results for entering NTID students over the past several years have consistently shown the following: 1) Student performance in speechreading with sound is better than either the speechreading alone or listening alone, and 2) student performance is better under the simultaneous test condition than all other test conditions.

The complementary roles of oral and manual communication in the interpreting situation have been emphasized by Stuckless and Enders (1971). They conducted a survey of NTID students who were receiving oral-manual interpreting services in the classroom. In response to the question, "What do you attend to when watching an interpreter?" 47% of the total 220 students' responses preferred lips and signs at the same time, 33% preferred signs a little but mostly lips, 9% preferred lips sometimes but mostly signs, 8% preferred lips only and 4% signs only. Based on responses to this and other questions, and data available on each subject's communication skills, Stuckless and Enders concluded:

Interpreting has traditionally been associated directly with manual communication. Yet, as borne out by the results of the study, most if not all deaf students rely heavily on the oral component of interpreting . . . these communication skills

interact with each other. A good lipreader who also understands manual communication is likely to derive more from an interpreter than one who has one of these skills but not both (pp. 8-9, 15).

A similar survey with hearing impaired students attending California State University at Northridge yielded results consistent with those reported by Stuckless and Enders relative to the importance of the oral component of oral-manual interpreting (Keller, 1972).

These data support the existence of complementary roles for audition and vision in speech communication reception. Also, support exists for oral-aural communication and manual communication as communication forms which serve complementary roles in the reception of information by hearing impaired persons. Further, support for the contributions of oral-manual interpreters to communication is evident from both research and practical experience.

However, when an oral-manual interpreter is used there is a time lapse between the oral-aural (visual-auditory) message of the presenter and the visual oral-manual message of the interpreter. If a person depends upon combining both the auditory and visual aspects of speech with manual communication to receive information effectively, this time lapse may reduce the amount of information received from an interpreter as compared to a simultaneous situation in which the auditory aspects of speech and the visual aspects of speech and manual communication are more in synchronization.

No data are presently available to allow any definitive response to what, if any, are the effects of this delay between the auditory and visual aspects of the speech message in an oral-manual interpreting situation. The purpose of this study was to investigate this area. Specifically, two questions were asked: 1) How will entering NTID students perform on a receptive communication sen-

¹This article is a condensed version of an original article, that is appearing in the *American Annals of the Deaf* (1977). The title of this original article is "Reception of Sentences Under Oral-Manual Interpreted and Simultaneous Test Conditions."

²In this paper the term "oral" is used to refer to the visual component of speech (speechreading) and the term "aural" is used to refer to the auditory component of speech (listening).

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tence test under an oral-manual interpreted test condition? and 2) how will entering NTID students' performance under this interpreted test condition compare to their receptive performance under a simultaneous test condition?

Method

Subjects

Two hundred ninety-six hearing impaired students participating in a summer orientation program at NTID served as subjects. All subjects had bilateral sensori-neural hearing losses, with pure tone averages (500, 1000, and 2000 Hz) ranging from 35 dB HL to 120 dB HL, with a mean of 95 dB HL (ANSI, 1969). At NTID a threshold of 120 dB HL is recorded when a student does not respond to a pure tone at the limits of the audiometer (110 dB HL). All but 10 subjects had a sixth grade or above vocabulary level as measured by the California Achievement Test, Junior High Level. Age of subjects ranged from 17 to 45 years with a mean age of 19.4 years.

Stimuli

Two everyday sentence lists were selected as test stimuli. Each list contains approximately 70 words within 10 sentences. Scoring for each list is based upon 50 key words from among these 70 words, with each key word having a value of 2%.

Master tapes of the two sentence lists selected, list 8 and 9, were recorded on videotapes under both an oral-manual interpreted and simultaneous communication format. Recording took place in a studio at NTID specifically designed for such productions. On each tape, prior to the test sentences, the first paragraph of the "The Rainbow Passage" (Fairbanks, 1959, p. 127) and two practice sentences were recorded. For "The Rainbow Passage" only the voice of the person who served as speaker for each test format was recorded. Two copies of each list under each format were made on videotapes. Instructions were printed on each tape.

An adult male, who has comprehensive certification in interpreting from the national Registry of Interpreters for the Deaf, served as presenter for the simultaneous communication condition. Under this condition the presenter both spoke and signed for himself. This same person served as the interpreter for the interpreting condition. For this latter condition a second adult male served as the speaker. During recording of tapes for the interpreted condition this second speaker used voice and lip movement with the interpreter mouthing and signing what the speaker said. For the interpreted condition the speaker and interpreter stood about six inches apart with both appearing on the same screen. Image size of presenters was the same under both tape formats.

Procedures

Subjects were tested in 12 groups of 20-25 in four classrooms at NTID. Each classroom was equipped with a video-

tape cassette player and an RCA 25-inch television monitor for playback of test videotapes to subjects. During testing 186 subjects wore their own hearing aids, while the remaining 110 subjects wore no amplification devices.

Subjects were provided with answer sheets and instructed to fill out identifying information (name, test list number, test condition, test date, room number) prior to beginning the test tape. The test tape was then begun. As previously stated, test tapes contained all instructions needed in printed form. These instructions directed students to adjust their hearing aids during "The Rainbow Passage" to a level that was most comfortable for them. Following "The Rainbow Passage" subjects were then instructed via print that they would be presented sentences and their task was

to write what they believed the person(s) on the tapes presented. If they were not sure of what was presented they were instructed to guess. This was followed by two practice sentences, a reminder to guess if not sure of what was presented, and then the 10 test sentences.

Each test group received one interpreted and one simultaneous condition videotape. Six groups received list 8 under the interpreted condition and list 9 under the simultaneous condition, while the reverse was true for the other six groups.

Results

Mean scores for all subjects by lists and test conditions are given in Table 3. On list 8 subjects' mean scores were 58.3% under the interpreted condition

TABLE 1

Mean scores for two everyday sentence lists administered to hearing-impaired subjects under oral-manual interpreted and simultaneous test conditions

	List 8		List 9	
	Interpreted	Simultaneous	Interpreted	Simultaneous
Mean	58.3%	74.5%	59.2%	68.0%
N	150	146	146	150

and 74.5% under the simultaneous condition, a difference of 16.2%. On list 9 mean scores were 59.2% for the interpreted condition and 68.0% for the simultaneous condition, a difference of 8.8%. Results of statistical computations showed subject performance on

both lists to be significantly better under the simultaneous condition than interpreted condition.

Mean scores for subjects with and without hearing aids were also computed, and these scores are presented in Table 2. For this analysis subject scores for

TABLE 2

Mean scores for two everyday sentence lists administered and simultaneous test conditions hearing aids under oral-manual interpreted to hearing-impaired subjects with and without

	Interpreted Lists 8 and 9		Simultaneous Lists 8 and 9	
	Subjects With Hearing Aids	Subjects Without Hearing Aids	Subjects With Hearing Aids	Subjects Without Hearing Aids
Mean	61.7%	53.7%	76.2%	62.9%
N	186	110	186	110

lists 8 and 9 were pooled. Under the interpreted test condition subjects' mean scores were 61.7% with a hearing aid and 53.7% without a hearing aid, a difference of 8%. Under the simultaneous test condition these scores were 76.2% for subjects with hearing aids and 62.9% for subjects without hearing aids, a difference of 13.3%. Results of statistical computations showed students with hearing aids to perform significantly better than students without hearing aids under both interpreted and simultaneous test conditions.

Discussion

Hearing impaired subjects in this

study performed significantly better on everyday sentence lists under the simultaneous test condition than under the interpreted test condition. These results support the suggestion made at the beginning of this article that the use of an oral-manual interpreter may result in less information being transmitted to hearing impaired persons than occurs under a simultaneous presentation condition. One possible explanation for this result is the greater synchrony of the auditory aspect of the spoken message with the visual manual message under the simultaneous condition than under the interpreted condition.

One implication of these results is that for efficiency in communication it is preferable that a speaker both talk and sign for himself/herself, rather than having a second person serve as an interpreter. This implication would seem to be especially critical in classrooms and similar situations where preciseness of information transmission (expression and reception) can mean success of failure for the hearing impaired person.

Results also showed that subjects wearing hearing aids performed significantly better than subjects not wearing hearing aids under both interpreted and simultaneous test conditions. These results suggest that for those hearing impaired persons who have some residual hearing, amplification may be expected to contribute to the efficiency of information transmission whether the presenter uses simultaneous communication or uses the services of an interpreter. Further study designed to investigate the relationship between amount of residual hearing and aided/unaided reception of information under simultaneous and interpreted conditions is warranted.

The superior performance of subjects under the simultaneous than interpreted test condition, and the superior performance of subjects wearing hearing aids over subjects not wearing hearing aids, both provide further support for audition and vision as serving complementary roles in communication.

Acknowledgements

This study produced in the course of an agreement with the Department of Health, Education, and Welfare. The authors wish to express their thanks to James Stangarone and Jerry Arget-singer for serving as presenters in this study.

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Hazards Of Deafness

By Roy K. Holcomb

511. Your tour group visits Washington, D.C. You visit many historic places; there is the Washington Monument, the Lincoln and Jefferson Memorials, the Capitol and many other places. Your guides are very busy explaining about each one of them, as your tax dollars built them. You just wish that you could get a little more from your tax money by being able to understand what is said.

512. The postman comes. He leaves several pieces of mail for you. You open one. It is literature explaining a special sale on stereos. You open another piece. It announces special rates for piano lessons. Another once-in-a-lifetime buy is on radios. You couldn't use any of these things if they were given to you free. Yet when the mailman comes tomorrow he will bring you some more real junk mail.

513. You have deaf parents who can't interpret the television programs for you or hearing parents who won't. Thank God that the latter are changing.

514. You don't have to "write off" your ears as a complete loss. They can still serve for looks; and, if you are a woman, for earrings. Another use can be for helping to hold your glasses on. In these days and times we shouldn't waste anything, including ears.

515. You are playing cards. You make so much noise shuffling the cards that you get on your opponents' nerves and you win the game hands down, even though this was not part of your strategy.

516. You go to visit a farm. You get a thrill drawing water from a well even if you can't hear the pulley squeaking and the water leaking from the bucket.

517. You chop down a tree. You chop it into pieces for firewood for your fireplace. You start a fire. The flames crackle as they shoot up. The chop, the fall, the crackle you hear not, but you enjoy it all just the same.

518. You have to live with and try to correct many misconceptions and incorrect sayings of past generations pertaining to deafness. Some of these, such as deaf and dumb, deaf as a pole, deaf as a nail, really get on your nerves when they are used improperly. However, with patience, one by one you get through to some people and make things as they should be.

519. You are doing some shopping. Up ahead you see some people moving their hands and assume that they are deaf. Upon getting closer you find that they are not. Still later on you see a girl whom you think is obviously using sign language. Getting closer you again find yourself wrong. And so it goes throughout life, finding hearing people using their hands when communicating. The sad thing here is that you were always

told to use your hands for anything except communication, although that is where you always needed them most.

520. A little girl says something to you. You tell her that you can't hear her. She motions you to bend down so that she might say something in your ear. You still hear not and know not what she wants until she wets her pants.

521. On Christmas Eve and on Christmas Day there is playing of Christmas songs everywhere. But for you, Christmas is silent as it is the other 364 days of the year.

522. You ask a man for something. He says something, but you can't make sense of what he says. You repeat your question. He replies again, but you still can't lipread a word of what he says. You were the champion lipreader at your school. The only problem was they didn't teach you how to lipread foreign languages.

523. A tin box of candy is your birthday gift. You push the lid in and out making a rattling noise which gets on everyone's nerves except your own.

524. In the morning you pour your hot chocolate.

At mid-morning you pour your tea.

At lunch it is coffee.

And during the afternoon you have a coke.

Before your evening meal you have a cocktail.

And at dinner you pour yourself a glass of wine.

Hot chocolate, tea, coffee, coke, cocktail, wine—all poured without the slightest sound to your ears.

525. You tap your feet to the tune of the inner music of your soul which is a far cry from the outer music of the world, as some people give you dirty looks which obviously mean for you to shut up or ship out.

526. You read a story about a crying doll.

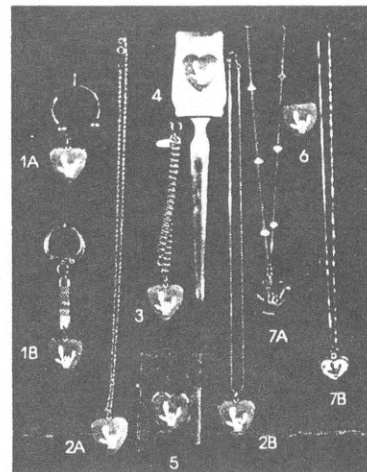
You read a story about a famous opera.

You read a story about a storm.

You read a story about a train.

You are forever reading stories about things with sound, yet you understand sound very little.

527. You are fishing. You are daydreaming and not watching your cork. You are dreaming of catching a big fish. Your cork is pulled under but you fail to notice it. You get several more good bites and your cork goes under a number of times. The big fish you were dreaming of was there, but you'll never know how close you came to catching it.



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Mainstreaming - A National Perspective

By EDWARD E. CORBETT, JR.

Gallaudet College

Abstract

The new education for all handicapped children law (Public Law 94-142) charges all educational agencies with the task of providing appropriate educational programming for each handicapped child. Mainstreaming is one program option that needs to be examined in detail. Can mainstreaming be of a quality program alternative? To answer this question, a discussion of the mainstreaming process is presented herewith. The last question to be answered is whether or not mainstreaming is working to the benefit of the hearing impaired child.

Today, with the new education for all handicapped children law (Public Law 94-142) that assures "a free and appropriate public education" with emphasis on special education and related services for the nation's eight million handicapped children a year from now, all educational agencies are charged with the task of providing appropriate educational programming for each individual handicapped child. The programming must be designed to meet the unique needs of that particular child. Some of the salient features of the law call for extensive child identification, evaluation and placement procedures; due process; least restrictive alternative; individualized education program; non-discriminatory testing, and the involvement and consultation of the handicapped child's parents in the educational programming and placement. These features must be addressed and adhered to by September 1, 1978.

This law is going to affect more than 16,000 school districts and 50 state educational agencies. Special education is going to be deeply affected, too. This number staggers one's imagination on methods of implementing the provisions of the law over the broad spectrum of handicapped conditions. One thing that may help make the law work is the development of a written individualized education program (IEP) for each and every handicapped child. The IEP must be developed jointly with the school and parents of each child, and reviewed annually. This plan makes the local education agency (LEA) accountable for the appropriate educational programming of the individual handicapped child since there are complete due process procedures spelled out for parents to follow if they disagree with the program option the LEA provides. In other words, the LEA has to consider all program alternatives and come up with an appropriate program that best serves the needs of that particular child.

Paper prepared for a mainstreaming conference sponsored by The Learning Center for Deaf Children, Framingham, Massachusetts, March 31, 1977.

It is not the intent of this paper to discuss the merits of the new law. What is at stake here is the right of the hearing impaired child to quality education. If mainstreaming is a program alternative for the hearing impaired child—it should be a quality program option. Before we commit ourselves to the mainstreaming concept, we need to know what it is, what it does, what is involved in the mainstreaming process, and how do we know whether it is working to the benefit of the hearing impaired child or not.

Mainstreaming Defined

Mainstreaming, according to Bren-ton (1974), means in essence, moving handicapped children from their segregated status in special education classes and integrating them with "normal" children in regular classrooms. Where does this concept come from? A brief review of the literature on special and general education shows that education is not, and never will be, static. The process of education is a constantly changing one and it conveys the concept that all education is special education in nature. Other findings indicate that general education has evolved to the point where individual differences in the students can be dealt with through the following (Dunn, 1968):

Changes in School Organization.

General education has increased its share of team teaching, ungraded classes, flexible groupings and its teachers are now becoming increasingly aware of individual differences in the children they teach.

Curricular Changes.

New and better curricular offerings are being examined and evaluated constantly by all concerned.

Changes in Professional Public School Personnel.

More and more ancillary teachers are employed by the schools, i.e., guidance counselors, psychologists, social workers, remedial educators, teacher aides and others and provisions for greater pre- and in-service training programs are made.

Hardware Changes.

Computerized instruction, audiovisual media and other teaching materials are available in greater quantities now than ever before.

Implications

For the mildly handicapped children, Delgado (1975) summarizes his paper by stating that:

1. because of a national thrust, mainstreaming will grow and become a "way of life."

2. more and more, the special class for the "educable" handicapped child will become obsolete.

3. regular teacher preparation will feel the impact of the notion that all education is special education.

4. special classes and specialized training will be directed to the more severely and profoundly handicapped.

From this summary, one can see why the investigators Dunn (1968), Meyero-witz (1967) and Deno (1968) point out that many handicapped children in special education programs have not progressed significantly as compared to some of the handicapped children in regular classrooms without supportive services. Dunn (1968) believes that many of the mildly handicapped children could perform better in regular classrooms and that schools should focus their attention on educational programs based on scientific evidence of worth and not more on those founded on philosophy, tradition and expediency.

Birch (1975) states that experience has shown that many hearing impaired children achieve and socialize best when educated along with hearing children. That statement should be true for some children with mild to moderate hearing loss.

Dunn (1968) concludes that special educators have been at the mercy of the general education establishment, in that they accept problem students who have been referred out of the regular programs and contribute to the delinquency of the general education since they remove the students who are problems for regular teachers and thus reduce their need to deal with individual differences. Graham (1960) writes:

We can look at our accomplishments and be proud of the progresses we have made; but satisfaction with the past does not assure progress in the future. New developments, ideas and facts may show us that our past practices have become outmoded. A growing child cannot remain static—he either grows or dies. We cannot become satisfied with a job one-third done. We have a long way to go before we can rest assured that the desires of the parents and the educational needs of handicapped children are being fulfilled. (p. 4)

From these findings comes the doctrine of least restrictive alternative promoted by the new law. Johnson (1975) defines the doctrine as a defense against arbitrary and capricious placement and treatment practiced by schools by stating:

It is required, then, that substantive efforts be made by educators to maintain handicapped children with

their peers in a regular education setting, and that the state (as represented by individual school districts) bear the burden of proof when making placements or when applying treatments which involve partial or complete removal of handicapped children from their normal peers. This doctrine represents, for handicapped children, the right to be educated in the regular class, however defined, unless clear evidence is available that partial or complete removal is necessary. Factors idiosyncratic to school districts (such as organizational arrangements, technological differences in delivery systems, agency jurisdictional problems and/or lack of adequate local, state or federal financial support) may not be considered as reasons for abrogating the right of an individual child to the least restrictive alternative necessary to meet his/her unique educational needs. (p. 60)

Meisgeier (1970) presents the sequential arrangements of instructional alternatives developed by Willenberg, Deno and Reynolds (Figures 1, 2, and 3 respectively) and suggests that the doctrine of least restrictive alternative can best meet the child's needs through appropriate placement of the handicapped child in the instructional alternative scheme.

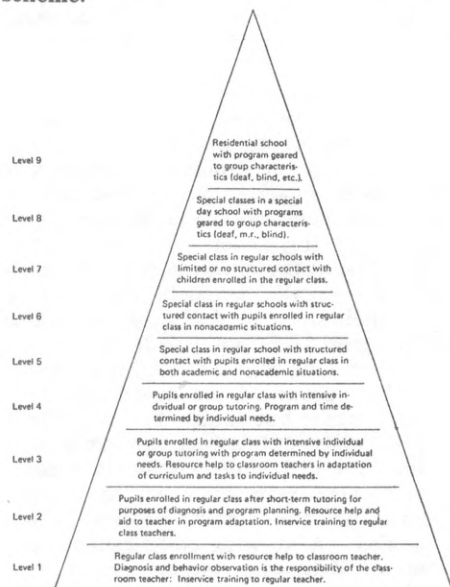


Figure 1. Levels of instructional intervention within public school special education programs. (Willenberg, 1968)

With mainstreaming, the general education establishment has to carefully screen handicapped children and select those who are considered able to profit from learning with regular students without detriment to either groups. For some handicapped students, mainstreaming could mean integration with regular students for non-academic and extracurricular activities such as physical education, art, recess and lunch. On the other hand, it could mean placement in a regular classroom with assis-

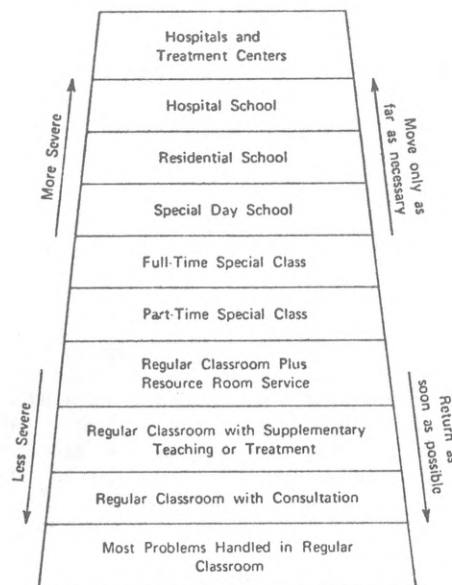


Figure 2. The cascade system of special education service. (Deno, 1968)

tance from a staff of special educators, aides and other ancillary staff.

The National Education Association (1975) states that mainstreaming is feasible only when:

a. It provides a favorable learning experience both for handicapped and for regular students.

b. Regular and special teachers and administrators share equally in its planning and implementation.

c. Regular and special teachers are prepared for these roles.

d. Appropriate instructional materials, supportive services and pupil personnel services are provided for the teacher and handicapped students.

e. Modifications are made in class size, scheduling, and curriculum design to accommodate the shifting demands that mainstreaming creates.

f. There is a systematic evaluation and reporting of program developments.

g. Adequate additional funding and resources are provided for mainstreaming and are used exclusively for that purpose.

Now, mainstreaming the hearing impaired students can affect the lives of thousands of young hearing impaired people. Vernon (1975) concludes that irreversible educational and psychological damage to deaf children will happen if mainstreaming is done poorly. Why is that so? One has to take a look at the definition of the hearing impaired developed by Frisina, et al., (1975):

Hearing Impairment. A generic term indicating a hearing disability which may range in severity from mild to profound: it includes the subsets of **deaf** and **hard of hearing**.

A **deaf** person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid.

A **hard of hearing** person is one who,

generally with the use of a hearing aid, has residual hearing sufficient to enable successful processing of linguistic information through audition. (p. 509)

Communication is the backbone of the mainstreaming program. Communication sets the deaf person apart from the hearing population. Denton (1973) provides a rationale for **full and meaningful** communication by the following:

Since communication is a process which involves the whole human person, and since communication is fundamental to normal human development, it becomes priority number one in a mainstreaming program —italics mine). Deaf children achieve, learn, contribute and succeed on the basis of their ability to interact meaningfully with other persons in the environment and with the environment itself. To put it succinctly, communication involves people interacting freely with people Far too many educational programs endorse and employ restrictive modes of communication which reduce the quality of child — child interaction to an almost primitive level. We might as well be frank about this. Communication skills . . . language skills evolve and expand through usage. There is a generative quality in lan-



The tapered design is used in the chart to indicate the considerable difference in the numbers involved at the different levels and call attention to the fact that the system serves as a diagnostic filter. The most specialized facilities are likely to be needed by the fewest children on a long-term basis. This organization model can be applied to development of special education services for all types of disability.

Figure 3. A framework for considering some issues in special education. (Reynolds, 1967)

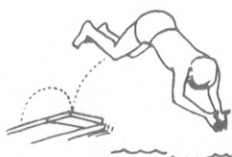
guage which cannot be denied nor ignored. None of us learn language by being taught language. We, instead, learn language by freely using it with our peers, by experimenting with it and by measuring it against that of our adult models . . . our parents. It must be pointed out that we were not only permitted to do this but encouraged to do it without prejudice. Now, how much language can young profoundly deaf children be expected to learn from each other when their communication efforts are limited to speech and speechreading? Have you ever

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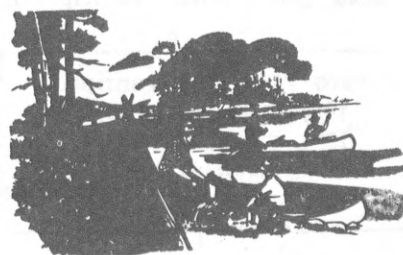
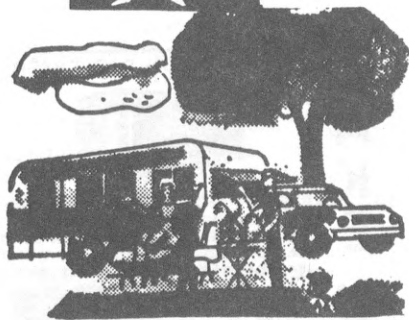
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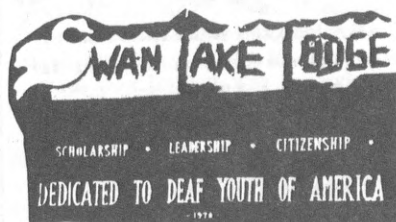
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observed two five-year-old congenitally deaf children engage in meaningful conversation through speech and speechreading? This question would be almost ridiculous if it were not so tragic. (p. 33)

Since the main communication mode in regular classrooms is auditory—the hearing impaired children, especially the deaf, must have communication that is complete and meaningful to them. Kent (1976) states that hearing impaired children may be roughly classified **audiologically** into two general groups—the first group with sufficient residual hearing that with consistent use of appropriate amplification, demonstrate that they can acquire language and speech spontaneously by relying on the spoken word. The other group, even with amplification, may not develop language and speech spontaneously **unless visual reinforcement** is provided.

The general education establishment must have some insight into the real nature of deafness; that it is primarily a handicap of language and communication; that it is much more than just not being able to hear; and, that there are broad spectrums of communication modes available to deaf children. Delgado (1975) stresses the fact that we must never overlook the fact that the mainstreamed deaf child is in a minority milieu—socially and in communication.

To help the mainstreamed hearing impaired child function effectively in regular classroom setting, classes in the language of signs and fingerspelling as well as in speech and speechreading must be offered to teachers, classmates and all those in the hearing impaired child's environment. Interpreter-tutors who can interpret clearly as well as tutor the child must also be made available. To do otherwise would force the child to labor under conditions that are inequitable from the rest of the class.

Mainstreaming can be pretty expensive when the hearing impaired child is involved because he needs the wide gamut of supportive services in the form of: communication, interpreting, speech therapy, tutoring, audiological assistance, individual and/or group high fidelity amplification system, guidance, audiovisual media utilizing captioned materials and other resource programs designed for the hearing impaired population.

One item that needs careful consideration is the evaluation of the effectiveness of educating hearing impaired children in the least restrictive environment. Is mainstreaming the hearing impaired child in a **predominately auditory environment** to be considered as a least restrictive environment if the child does **not** receive the assistance of interpreter-tutors and communication train-

ing to help facilitate the communication process visually?

Just consider this—without the assistance of interpreting, tutoring and communication training programs the answers to the following questions posed by Garretson (1977) as to the ability of the hearing impaired child to function in the mainstreaming program will all be highly negative:

1 Can the hearing impaired child hear the teacher?

2 hear his classmates in front, behind and all around him?

3 hear the educational film being presented that day?

4 hear the principal over the public address system?

5 hear and participate in class discussions?

6 hear the visiting speaker invited for the day?

7 hear the guide on the class field trip?

8 hear the TV or radio program assigned to the class?

9 hear the exchange of friendly chit-chat at recess?

10 hear the quick exchanges when going down the hall between classes?

11 hear news and gossips during the lunch hour?

12 hear "sum up" on the walk home at the day's end?

13 hear debates of the student body government and run for office or participate in clubs and athletic events?

In closing, the hearing impaired child has a right to be a hearing impaired child; to an equal education with qualified interpreter-tutors and other professionals helping teachers in regular classes with communication; to a workable means of communication among his fellow men; and, to a fair chance in life. If he cannot have one of these in regular public school participation,

this kind of program option is definitely not an appropriate one for him.

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**"I stay up half the night
To see the land I love"**

The above lines are from Theodore Roethke's "Night Journey." Somehow these words seem appropriate as I write this between some rather extensive travel commitments. With this issue and another late deadline for the DA we come to a kind of pause, a sort of where-are-the-snows-of-yesteryear look back at 1977. From where I sit the beaches of summer are dead, the trees nearly barren, and although Indian summer continues to linger in Washington, it looks like we're headed for another rough winter. It's time to ruminate over where we've been, what we've seen, what we've sensed, to recapitulate. I'm not sure it's possible from these quick trips, brief brushes with real-life, to synthesize or to gauge the mood of the deaf community, including professionals and others interested in hearing impairment. My 1977 travelogue, with brief comments, is presented in alphabetical order by state, rather than chronologically, as some areas were visited more than once.

California. A Tripod meeting in San Jose in March was the scene for a first discussion of the parameters of the unwritten curriculum as it relates to the hearing impaired child . . . the meeting was ably coordinated by William Barrett and well-attended. June found us back in California for the CEASD and CAID conferences at the Los Angeles Hilton from which I departed with conflicting vibes and mixed feelings.

Delaware. In October for the opening meeting of the advisory board of the Margaret Sterck School for the Deaf in Newark. Superintendent Gene Thomure has managed to assemble a representative school board this year, including deaf adults, parents, vocational rehabilitation counselors and people from the SEA, LEA and deaf education.

District of Columbia. Situated as we are right in the midst of this hub of Federal activity, contacts are varied, numerous and ongoing, with briefings, testimonials, hearings at various Federal agencies such as the Office of Civil Rights. Commission on Aging, Senate and House sub-committees, the National Center for Law and the Deaf, representatives of the Student Body Government, the Gallaudet College community, activities of Pre-College Programs, luncheons of the ADARA chapter and of course, the meetings of the President's Committee for Employment of the Handicapped and the White House Conference on Handicapped Individuals. Meetings have been held also under the aegis of Frank Bowe and the American Coalition for Citizens with Disabilities (ACCD).

Florida. The Gallaudet Public Law 94-142 Task Force chaired by Roz Rosen was at the Florida School for the Deaf in St. Augustine in May for a two-day workshop which included for me an interesting side visit with Bob Thomson and his Work Evaluation Center which is adapting materials and approaches developed by the Singer Education Division of New York.

Illinois. In May we were at the Regency-Hyatt in Chicago for the first National Symposium on Sign Language spearheaded by Terry O'Rourke of the NAD Communicative Skills Program . . . impact was overwhelming. In June, a presentation before the convention of the Illinois Association of the Deaf in Springfield . . . I departed impressed with the able leadership of this organization and their resplendent Miss Deaf Illinois pageant. Back in Chicago in November during the dying moments of the ASHA convention to participate on a panel discussing audiological services to deaf persons . . .

President's Message

—Mervin D. Garretson



the need for increased communication with the ASHA membership was obvious, the timing of the panel presentation unfortunate.

Iowa. October found us in Des Moines for the initial NEA case study team visit on implementation of PL 94-142 . . . we spent an exhausting three days receiving testimony, input and making visitations of public schools and centers in the area, learning about concerns, problems, and achievements of parents and consumers both of school-age and adults. More from classroom teachers, school administrators and special on this when the study is completed in February.

Jamacia. During the Gallaudet spring break Carol and I joined the Jerry Jordans in an escape from the biting cold of the Washington winter and spent a week basking in the sun at Montego Bay and Negril Beach . . . one of our side trips was to an elementary school for the deaf at Browns Towne where we met an American educator serving through the Peace Corps . . . although operating on an extremely low budget, we were impressed with the children and the atmosphere of the program which is in the process of adopting the total communication philosophy . . . and also the excitement of the deaf kids at the opportunity to communicate with deaf adults from the mainland.

Kansas. It was Kansas City during a couple of sweltering July days for a PL 94-142 presentation to members of the International Catholic Deaf Association at their annual convention . . . the arm-twisting was done by outgoing president Bob Bates.

Kentucky. Our very first visit to the Bluegrass Country at Lexington in June to speak before the Kentucky Association of the Deaf . . . the state RID was meeting jointly with the KAD . . . warm hospitality and real Kentucky cooking. Back in October at the Kentucky School for the Deaf in Danville for a PL 94-142 workshop to administrators from the Indiana and Tennessee schools for the deaf as well as the host school . . . Superintendent McChord and Assistant Superintendent John Tiffany took the time to arrange a quick tour of their excellent program and impressive new facilities.

Maryland. The Free State being our place of residence, meetings, contacts and projects in this area are of an ongoing nature, and include the national office in Silver Spring. In September, we participated in the biennial convention of the Maryland Association of the Deaf at Ocean City . . . membership in this organization has passed the 600-mark with a target of 1,000. Later in the month we returned to the Sheraton Fontainebleau in Ocean City for a regional meeting of rehabilitation counselors, instructors, educators and deaf consumers and another presentation on PL 94-142.

Michigan. April found us at the Michigan School for the Deaf in Flint to present testimony before a gathering of some 500 parents, alumni, educators, legislators and others who were concerned about the status of the residential school as a continuing viable option for the deaf children of the state.

New Hampshire. Lovely, autumnal New England in October where we were in Keene for the Region I meeting of the National Association of the Deaf. Coordinated by Dom Bonura and Hartmut Teuber of the newly chartered New Hampshire Association of the Deaf, the regional meeting demonstrated a sense of movement and action among the

participating eastern seaboard state association . . . another first was active participation from young adults: representatives of the Gallaudet College Student Body Government and an observer from the National Technical Institute for the Deaf (NTID).

New Jersey. In May we were engaged in another workshop on PL 94-142 at the Marie Katzenbach School for the Deaf at West Trenton, hosted by Superintendent Phil Cronlund for surrounding area programs in Pennsylvania and Maryland and special education people from New Jersey.

New York. An all-day meeting in Rochester involving Executive Secretary Schreiber, myself and the 1978 convention committee to lay the groundwork for next year's national meeting at Hotel Americana, July 2-9. Meeting format has been modified, and 12 short courses for college credit will be offered during the week-long Rochester convention. In August, it was back to Rochester to give the commencement address to graduates of the NTID summer interpreter training program, an excellent group of young people completing a rigorous program developed by and through Alan Hurwitz, Anna Braddock and Alice Beardsley. A third trip was made to New York in September to speak before the Empire State Association of the Deaf at their biennial convention in Rome, and to observe an all day conference of the Coalition of New York State Organizations Serving the Deaf.

Ohio. In addition to the three-day winter meeting of the NAD Board of Directors in Cincinnati in February, I addressed the membership of the Ohio Association of the Deaf at their convention in Youngstown in October . . . enjoyed observing the OAD's well-structured and organized business sessions and their excellent pageant-variety show at meeting's end.

Pennsylvania. It was Philadelphia in June to present the commencement address for graduating seniors of the Pennsylvania School for the Deaf and a social whirl with parents and others following the ceremony. However, the occasion was somewhat sobering with Headmaster Phil Bellfleur re-

HOME OFFICE NOTES

By Frederick C. Schreiber



Happy holidays! As the old year starts to run downhill, it seems a good time to take a look at where we have been, before again taking a long hard look at where we are going. In this respect the Executive Secretary just learned that in the minds of many oral deaf adults, the NAD and its members are classified as "manualists." So it seems a good time to make it very clear that NAD policy, and for that matter NAD practice, is a far cry from manualism.

The NAD endorses total communication. We define total communication as the whole gamut of means of communication. But basically we consider total communication to cover four major areas which are: 1) sign language; 2) speech; 3) speechreading and 4) auditory training. There may be a few diehards left who will quarrel with this approach but as far as I know, no deaf leader has ever suggested that efforts to teach speech should be abandoned, or that speechreading, imperfect as it may be, should be given up as a bad deal.

For the record and the future I would like to say that personally, and on behalf of the Executive Board of the NAD, we think the teaching of speech has a legitimate place in the curriculum of deaf education. We agree that teaching a child to speechread also has a place in the curriculum. We do not, however, think that it is appropriate or desirable to teach both speech and arithmetic simultaneously. We think that speech by itself is hard enough to learn and that arithmetic by itself is also hard enough to learn and that the practice of "oralism," as we understand it today, places a cruel burden on the child.

covering from a recent heart attack.

South Carolina. The Piedmont Chapter of the South Carolina Association of the Deaf sponsored a weekend workshop for the membership during May at which time we represented the national organization. Overall program planning was coordinated in an efficient manner by Craig and Helen Maddox, the latter a former NAD Board Member.

Tennessee. September was the beginning of the visiting lecture series on deafness at the University at Knoxville, coordinated by Don Ashmore. My presentation before this group covered the topic of civil rights from the perspective of the deaf consumer.

Texas. Went with Harry Whiting, new NAD assistant executive secretary for national affairs, in early November for an all-day legal seminar on deafness at the Texas Law Center. Among presentors were Glenn Goldberg and Sy Dubow of the National Law Center, Judge Sherman Finesilver of Denver and a morning and afternoon panel of representative people from various groups in Texas. Key people in planning and execution of this successful conference were Carl Roberts of the Texas Commission for the Deaf, Mike Moore, president of the Texas Coalition of Organizations Serving the Deaf, and Larry Evans, president of the Texas Association of the Deaf.

Virginia. July found us at another state association convention in Richmond at the request of President Bob Bates of the Virginia Association of the Deaf. The membership was given a brief overview of major sections in PL 94-142.

West Virginia. In late July, Doin Hicks, dean of Pre-College Programs, and I teamed up to conduct an all day-workshop on PL 94-142 at the West Virginia School for the Deaf in Romney as part of their summer in-service training program for supervisory personnel.

Wisconsin. In mid-April at LaCrosse for another Tripod meeting which attempted a strictly group discussion approach with no major speakers. The experiment was an overwhelming success with wide participation from everyone.

For the oral deaf adults who read this we want to note that anyone who wants to say that being able to speak is not an asset is putting you on. It is like saying that being able to produce fine pictures is not an asset. We know that is not so. We recognize that good speech and good speech reading skills can be and are assets and should be cultivated.

But we also want to make it clear that we not only don't believe, but we know for a fact, that people who do not speak or cannot lipread do not dry up and blow away. People who are non-speakers are not and do not have to limit their abilities to washing dishes, setting up pins in bowling alleys and the like. That there are an infinite number of non-speaking deaf people with Ph.D.'s and unusual skills in this country, the fact is that in our opinion some have it and some don't, but anyone who wants to make a case for speech and speechreading should avoid at all costs the implication that non-speaking individuals are in any sense inferior or suffer more because of this lack of talent, or whatever you want to call it.

We insist and will continue to insist that as deaf people it is our right to decide whether or not we can or want to speak. As deaf people we have the right—the inalienable right—to life, liberty and the pursuit of happiness. I have been told recently that the term "pursuit of happiness" in the minds of our founding fathers meant the right to own property. But being an ignoramus I prefer its literal meaning, and to me and to many thousands of deaf people, pursuit of happiness means the right to choose our own friends not because they are deaf or not deaf but simply because we like them and they like us and we have needs and interests that we can satisfy in each other's company.

We do not need people, who do not practice what they advocate, to suggest smugly that if a deaf person associates with another deaf person he is in a ghetto. I have a strong urge from time to time to ask some of these advocates of "integration" when was the last time they had deaf "friends" over to their house for bridge or charades—or even if any of them had any deaf friends. With that off my chest, let's turn to more practical things.

October was one of those things. We have been blessed with the fact that our new staffers have taken hold quickly. Harry Whiting has been a great addition to the staff and the load that Jim Ballard is taking on as public information officer is bordering on the incredible. But despite this, the Executive Secretary continues to flit hither and yon with the result that he not only needs to be reintroduced to his wife, but sometimes even to the Home Office staff.

Much of what went on during this month has already been noted in the last issue of THE DEAF AMERICAN. We were involved in the Lions 1977 Forum in Chicago. We particularly want to acknowledge the contributions of the National Association of Hearing and Speech Action, and Gene Burton who coordinated the panel for that Forum, and also of Dr. Edward C. Merrill, Jr., of Gallaudet who had, as is his regular policy, insisted that he would not speak for the deaf and it was his position that if anyone were to speak for the deaf it would be the deaf people themselves and the NAD is their spokesperson.

The Forum was good. While the recommendations made by the panelists more or less reflected their backgrounds, we did have a chance to put in a plug for deaf people with the basic recommendation that the needs of various communities were as diverse as their geographical distribution so that any service program developed by local Lions Clubs should be in consultation with the leaders of the deaf in those communities. We had other recommendations as well but I think the part we wanted to stress the most was that Lions should concentrate more on working with the deaf rather than for the deaf.

Returning from Chicago, we spoke to the graduate students at MSSD on one day and participated in the formal dedication of the MSSD complex the following day, ending up with a meeting with Westinghouse people on the day after that. The NAD is a subcontractor for Westinghouse's grant on evaluation of captioned television. Finally, we closed out the first week of October with a meeting with the president and executive director of the American Deafness and Rehabilitation Association.

The following week gave us a little leeway in catching up on the mail and the various other activities although we still had to work on our CETA proposal which, as this goes to press, has been approved. We are now in the process of clearing the decks for action. Clearing the decks involves moving the International Association of Parents of the Deaf out of their ground floor quarters and up to the top floor of Halex House. It also involves setting up a classroom and an office for the CETA director, Willis A. Ethridge, who finally has returned to the field of deafness and who we are pleased to welcome to the Home Office staff. It also involves phones, storage space and a couple hundred other details that nobody worries about at the time.

In spare moments we managed to squeeze in a meeting with the American Council for the Blind and other ACCD member organizations regarding the Civil Service Commission and Section 501 of the Vocational Rehabilitation Act of 1973.

On Saturday the Executive Secretary was in Boston to finalize the establishment of Developmental and Evaluation and Adjustment Facilities, Inc., which is owned jointly by the Massachusetts State Association of the Deaf and the NAD. DEAF, Inc., has a contract with the Massachusetts Rehabilitation Commission to provide services for their deaf clients. This contract became effective October 1, and as this is being written a formal open house has been set for November 20-21 in Boston. Staff has been selected and quarters have been rented and are in operation already.

Returning from Boston, we met with a large number of printers from the Government Printing Office in an effort to see if we could not help them get better retraining opportunities at that facility. We, along with the local ITU Chapter, will be working very hard to insure that the GPO printers get better consideration than they are getting now in retraining, as hot metal processes on which most deaf printers cut their teeth are being phased out. We also found time during that week to complete our contractual evaluation of the National Center for Law and the Deaf and to take part in an NCLD

meeting centered around proposals and interest emanating from AT&T for improved and expanded services to TTY users.

Reviewing the calendar we note that we missed a couple of meetings—one regarding the Junior NAD camp with student leaders at Gallaudet College and another with the Prince George's County Library Advisory Committee, and we owe both of these groups a deep and sincere apology. At the same time the pace was and is hectic. We met with representatives of the Legal Defense Fund to explore ways by which the LDF could be funded beyond its March 31 cutoff date. This poses a serious problem and one which we hope the NAD Executive Board will solve at our meeting this month.

We also met with representatives of Washington area hospitals on how the NAD might be able to assist those hospitals comply with Section 504 of the Rehabilitation Act. The interesting part of that meeting is that it was initiated by the Director of Personnel who met with our Administrative Assistant Barbara Kausch who at the time was a patient in Holy Cross and who, although still recuperating from surgery managed to assist as an interpreter for another deaf woman who was also a patient in the hospital at the time. In fact both of our assistants—Barbara and Jan Browne—were pressed into service that week interpreting for deaf women in the surgical ward of the hospital.

As a result of all this, Holy Cross' man, Mr. Smith, arranged for representatives from another area hospitals to meet with us to see if the NAD could not help them develop a satisfactory plan to insure adequate services for deaf patients and to advise on how the hospital might use deaf workers. Which suggests that if any deaf individuals are interested in hospital work of any kind, they should contact us as we may be able to open some of those doors in the near future.

We also met with representatives of a large construction company that expressed an interest in improving its relations with prospective home buyers in exploring ways in which it could make its homes barrier-free from the point of view of the deaf homeowner. We thought we came up with a lot of constructive suggestions including using and interpreter for closures and the like. Again, if any of our readers have some buried grains of wisdom on how to make life easier in a home of your own, please share them with us.

In between these little things we found time to talk to Jim Hausman who is in line to handle travel programs for us in connection with the 1979 World Congress of the World Federation of the Deaf. Mr. Hausman will work with NAD representative and WFD third Vice President Yarker Andersson in getting a formal program set up which will concentrate on the unusual—namely the Iron Curtain countries which is in keeping with the fact that the '79 program is to be held in Bulgaria.

October 24 was a holiday, so nothing happened, but on the 25th we left for New York in preparation for the Deafness Research and Training Center's Advisory Board meeting. Also on that agenda was a panel discussion for NYU's Graduate Rehabilitation classes which we shared with such respected characters as Dr. Boyce Williams and Ed Carney. Returning from NYU Thursday night we had time to lay in a fresh supply of clothes before catching a plane to Twin Falls, Idaho, and the NAD's Region Four Conference. Eight states out of the 13 in Region Four were on hand. Missing from the action were in Arizona, New Mexico, Washington State and Alaska. Board Member Peter Green and our hosts the Idaho Association of the Deaf put on a great show. We were also fortunate to be able to renew acquaintances with Keith Tolzin who is the new superintendent of the Idaho School for the Deaf at Gooding. By catching a 6:25 a.m. plane Sunday morning we managed to get back to the East Coast and home at 7 p.m. but life is like that.

Then problems really started. First, there was the question of who was going where. The Executive Secretary was scheduled to be in Texas and also in Chicago over the week-end of November 4. Since this was physically impossible, Harry Whiting was assigned to take the Texas trip. Discussion was still going on as to how and what time to go to Chicago when the phone rang and this time it was Dr. McCay Vernon who expressed the need for the NAD to have a deaf represent-

ative at a workshop in Iran. That took care of Chicago also because the program in Iran related to the old bugaboo of oralism and total communication and took precedence over everything. So we were planning on taking off to Iran on Saturday when the horrible thought arose—did we have a valid passport? This was a crucial question that remained buried in the background until we could check. Would you believe that the meeting in Iran was from November 5-10, 1977, and our passport expired November 14, 1977.

All of this, of course, occurred in our spare time. And between times we arranged for the NAD Executive Board meeting in Rochester for November 11-13; prepared to take part in the planning meeting for the state coordinators for the deaf workshop; firmed up the DEAF, Inc., contract; continued to wrestle with the CETA proposal, managed to see to it that

two of the Model State plan pamphlets got off the press—which reminds us that we now have available these two pamphlets, "Implementation of the Model State Plan," which is an NYU Deafness Research and Training Center Document, and the "Model State Plan—Revised" which is more appropriately a CSAVR—"sponsored" document, both of which are available for the piddling sum of \$2 each plus the usual handling charge. In order to keep from loafing too much, we completed an improved version of NYU's sign language pamphlet, "Speaking With Your Hands" which is also available for a two-buck price, and finally initiated direct entry to our computer outlet from the Home Office. This is good in the sense that it gives us control over how the addresses are processed, but it is bad in the sense that when we goof we won't be able to pass the buck to anybody as we have in the past. But then, that, too, is life—or so they tell me.

NAD Announces New Staff Additions

The National Association of the Deaf staff has been expanded with the establishment of two new executive positions, announced Frederick C. Schreiber, NAD Executive Secretary.

Harry A. Whiting, Jr., of Madison, Wisconsin, is the new Assistant Executive Secretary for National Affairs in the Home Office at 814 Thayer Avenue, Silver Spring, Maryland. He began work on September 26.

Gary W. Olsen of Indianapolis, Indiana, is the new Assistant Executive Secretary for State Associations. He will take office July 1, 1978.

Whiting, as Assistant Executive Secretary for National Affairs, will be responsible for:

- Assisting the Executive Secretary in the development and implementation of national goals and objectives of the National Association of the Deaf as determined by the Executive Board and members in convention assembled.

- Developing sound fiscal policies to achieve maximum benefit from the resources of the Association.

- Exploring and developing potential avenues of funding including but not limited to foundation support, and grants both Federal and private.

- Preparing testimony for and representing the NAD at Federal legislative and administrative proceedings at the request of the Executive Secretary.

Olsen, as Assistant Executive Secretary for State Associations, will be responsible for:

- Providing services to the state associations.

- Developing programs to render services to state associations, including editing *Interstate*.

- Attracting new members.

- Seeking ways and means to utilize financial resources.

- Assisting states not presently organized to establish a state association of the deaf.

Whiting comes to the Home Office with a varied background of experience that prepared him for the new position. He served as executive director of the Governor's Committee for People with Disabilities, Madison, Wisconsin. He

was responsible for staff services in development, coordination and organization of the Governor's Committee structure; coordinating the state and regional White House Conferences; and attending the National WHC as an alternate delegate. He also lobbied within the legislature and responded to the needs of the Governor's Committee, composed of 30 statewide members.

He served as director of the State Service Bureau for the Deaf from 1974-76 and as a vocational rehabilitation counselor, Milwaukee, 1971-74. While in Wisconsin, he served on various committees and advisory boards relating to the deaf and to people with disabilities.

Whiting received the master of arts degree in educational and rehabilitative counseling in 1975 from the University of Wisconsin and the B.A. degree in psychology from Gallaudet College in 1971. He was named to *Who's Who in the Midwest* and was given an award for outstanding services to the deaf in Wisconsin by the Wisconsin Association of the Deaf. He and his wife, Margaret, have two children, Daniel and Timothy.

Olsen has been serving as supervising teacher of the Prevocational Department for the past five years at Indiana School for the Deaf in Indianapolis and as director of the Junior NAD Youth Leadership Camp. He holds the B.A. degree in history and the M.A. degree in Teaching Secondary Social Sciences and Deaf Education from Gallaudet College. He is married to the former Edna M. Forestal and they have three children: a son, Olaf, seven years old; a daughter, Brita, five years old; and another son born November 15, 1977, Eric Lars.

Olsen has served also as president of the Indiana Association of the Deaf for two years, chairman of the Education Concerns of the Indiana White House Conference, chairman of the NAD Committee on Services to the State Associations, Indiana delegate to the National White House Conference, NAD Board Member and Coordinator of NAD Conferences, local chairman of the COSD IX Forum, member of Mayor's Advisory Council on the Handicapped, general chairman of the NAD 1980 Centennial Committee, and chairman, NAD Branch

Office Feasibility Study Committee and other numerous capacities in service.

In recognition of his outstanding service to his fellow men, Olsen has received numerous awards, including the Outstanding Young Men of America Award (1972), Knight of the Flying Finger Award (1970), recipient of the dedication issue of *The Hoosier* (1970 and 1972), nominee for the White House Fellows Program, *Who's Who Among Students in American Universities and Colleges* (1965), and Junior NAD Service Award (1968).

NATIONAL ASSOCIATION OF THE DEAF

New Members

Marie W. Mice	California
Wanda Hanson	Iowa
James F. Cisek	California
James Richard Stull	Maryland
Ms. Sarah Jackson	Ohio
J. Duffer Childrey	Virginia
Mrs. Carmella M. Prose	Connecticut
Lyn Lysobey	New Jersey
Mrs. M. E. Fryer	Tennessee
Miss Susan Havrilla	New York
Mr. and Mrs. Manmohan Singh, M.D.	New York
Yvonne Morgan	Texas
Dale Plascik	Texas
Ruth Young, D.S.W.	Maryland
Nancy Quinlan	Michigan
Patricia Krumwiede	Illinois
Ms. Avril Thompson	Texas
Stephen T. Hart	New York
Mrs. Virginia A. Chase	Kentucky
Drew Thurrott	Oklahoma
Diane Hernandez	New Jersey
Ms. Deborah Antinore	New York
Rudolph P. Hamaker	Minnesota
Anne Waltz	Washington
Bertram L. Davies	California
Reno Paul Coletti, Jr.	California
Raymond G. Fox	Virginia
Ms. Martha Zanger	Maryland
Mr. and Mrs. Jack D. Downey	Idaho
Maxine Brown	Kentucky
Mr. and Mrs. R. J. Crystal	Idaho
David A. Jordan	California
Mr. and Mrs. Andrew B. Beckham	Maryland
Frank Czarnecki	Wisconsin
Barbara Bloom	New York
Karen B. Dyer	New Jersey
Sharon Friedman	New York
John M. Scanlan, M.D.	Minnesota
Elizabeth A. Cox	Missouri
Robert L. Redniss	Connecticut

Contributions to Halex House

New Jersey Association of the Deaf	\$185.01
The Teachers of Cedar Spring School	
(In memory of Elaine June Kressin)	8.00
Edith Kleberg (In memory of Judy Segovia)	5.00
Mr. and Mrs. Marcellus Kleberg	
(In memory of Robert M. Kleberg)	10.00
Vilas Johnson	50.00

Contribution to NAD

Norma Purchasing Corp.	\$25.00
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Signing Brings On Speech

In Speech-Delayed (But Hearing) Preschoolers

By MARY ANN READ With NAT B. READ, JR.

1255 Hastings Ranch Drive, Pasadena, California 91107

The children in my classroom are quite young, but despite their handicaps they are beginning to sign well for their ages. They are 1-1/2 to three years old, but their chubby, awkward fingers communicate their needs . . . for more milk . . . to go potty . . . to play or go home. Their parents are happy with their signing progress and continue the development in signing exercises at home.

What's unusual about my class is that I'm a hearing teacher and the children in my classroom are all hearing. They are not autistic or mentally retarded, but they do have a number of physical handicaps and some are speech-delayed.

My class makes the most of an important medium of communication, using the visual sense and body movements. I am struck by the number of possibilities for manual communication for the hearing population and especially impressed with the results of using manual communication with very young hearing children, especially the language-delayed child.

Sign language came to my class as the inevitable solution to an ongoing problem: how to foster communication with a non-speaking child. I was frus-

trated by the inability of young non-speaking children to communicate with the world around them. The world of hearing teachers, hearing parents, hearing doctors and hearing child development authorities of all types knew only one form of language: voice. They were determined to hold out for spoken words at all costs, because, after all . . . what other kind of communication was there?

What all of those authorities were overlooking, in my opinion, was that the crying need of the young child wasn't so much for **speech** as it was for **language**. For most hearing people the two concepts are synonymous, but, of course, that's not so. I looked into a number of language bases, but manual signing seemed the most logical.

I begged a crash course in simple signs from a staff member of a nearby school for the multiply handicapped. He taught me the alphabet and several dozen signs for the concepts most common to our preschool environment. I was so excited about the possibilities, I could hardly sleep that night, but I soon found out that others around me did not share my enthusiasm. Parents were leery of anything that diverted their children from the goal of making sounds.

Doctors and psychologists warned against offering the children "an easy way out" of talking. "If you let them use signs for what they need, they won't have any incentive to learn to speak!" I was told again and again. Intuitively I knew they were wrong. I saw in those frustrated eyes a begging to be understood. I watched children with speech galloping along in their overall development through the language they shared with the world around them, while my speech-delayed children were frozen in their development as adults demanded that they speak, or else. (Speak, or else not share communication with the adult world.)

I was intimidated by a world of impressively degreed "experts" who said that the only solution for a hearing child who didn't speak was to try harder to make him speak. But despite that intimidation, I quietly began my classroom program of sign language participation.

Then a delightful thing happened, almost as if it had been scripted that way into the scenario. As soon as a speech-delayed child broke through the communications barrier and learned to sign his/her basic needs, he/she began to speak. With the pressure to "Speak, Kid, or else!" removed, the speaking began naturally. It happened first with two of my more "senior" two-year-olds and they quickly moved on to other programs, with their limited ability to sign and their newfound ability to talk. It has since happened again and again, both in my classroom and through my private counseling with other speech-delayed youngsters. The experience has been an exhilarating one for me, and for the parents of those children who found a way to communicate through manual signing.

For me personally, it was the opening of a door to another world, that of signing and the deaf. I went beyond those nursery school signs through all of the evening signing classes I could cram into my hectic weeks. And I went beyond the work with my hearing preschoolers to an interest in the deaf and an interest in other "unlikely" groups who might benefit from communication through signs.

Sign language is a language. It is not a substitute for something else, a second-best alternative to verbal communication or a vulgarized form of English. It is a positive, viable, beautiful language of its own. I've become a crusader for sharing the language with more and more of the hearing world. I'm encouraged that the scholarly works of Dr. Roger



The signs in this class are familiar, but the teacher is hearing and so are the children. Mary Ann Read speeds speech development in her hearing preschoolers through manual communication.

Brown of Harvard and Dr. Ursula Bellugi of Salk Institute are winning academic acceptance of Ameslan as a fully-accredited member of the world family of languages. I'm encouraged by the number of Southern California classrooms in which See Signing is used as a positive subject among hearing children as an aid in grammar, classrooms in which fingerspelling is used as an aid to spelling, drama classes where sign language is used to add dimension to dramatic ability. I hope that sign language will be accepted more and more as an acceptable language for doctoral requirements, and as a member of full status in university language departments.

Sign language is too beautiful, too expressive and too useful to be limited to the deaf world. It is a language that all of our society could learn and share. I am anxious to share my experience in using sign language with preschool speech-delayed hearing children as an example of the diverse uses of sign language. For me, it's not just a classroom aid with a limited use, but the beginning of an exciting quest of other ways to share the language with those who do not yet know it and appreciate it, and of ways to win acceptance for it among those who might not yet accept it as a positive language all of its own.



During a recent visit by HEW Secretary Joseph Califano and Assistant Secretary for Human Development Arabella Martinez, to the Rehabilitation Services Administration's Deafness and Communicative Disorders Office, the Director Boyce R. Williams, looks on as associate, Edna P. Adler describes the Teletypewriter (TTY) for the Deaf. She pointed out that the telephone, which was invented by Alexander Graham Bell to aid his hearing impaired wife is, by itself, useless to deaf people. However, deaf people may now, through the enabling coupler, use the telephone with the TTY system that permits them to type back and forth over the regular telephone lines to others having similar equipment. State vocational rehabilitation agencies have provided this equipment to deaf clients, when the individual's vocational rehabilitation plan indicates it is needed to reach the job objective.

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Deaf Lawyer Is Vista Volunteer At National Center For Law/Deaf

WASHINGTON, D.C.—Robert J. Mather thinks of himself "first as a person, then a lawyer and then deaf." Mather, 27, from Oak Park, Illinois, is believed to be one of two lawyers in the United States who were born deaf. The other is William S. Cumings, Jr., 34, a senior staff attorney at the U.S. Department of Labor.

A 1974 social work graduate of the National Technical Institute for the Deaf in Rochester, New York, Mather graduated from De Paul University Law School in Chicago last February and was admitted to the Illinois bar in May. He is now serving as a VISTA (Volunteers in Service to America) staff attorney at

the National Center for Law and the Deaf (NCLD) in Washington, D.C.

Mather is one of three VISTA lawyers assigned by ACTION, the Federal volunteer service agency, to NCLD, the first center for law and the deaf in the country. Funded by the U.S. Department of Health, Education and Welfare, NCLD was established in August 1975 on the campus of Gallaudet College. The center provides free legal services for the deaf.

Mather is mainly involved with interviewing clients, researching legislation pertaining to the deaf and working on landlord-tenant, consumer, discrimination, automobile insurance and other legal problems of deaf people. He rarely uses an interpreter with his clients be-

cause he finds it easier to communicate directly in one language—American Sign Language.

"I can talk, but it is in a deaf voice," the volunteer said in sign language through an interpreter. Mather did not learn sign language until he was about 17 years old. As a child, he and a younger brother who was also born deaf were taught to speak and lipread through oral methods only. They were forbidden by their grade school teachers to use sign language.

The son of Bernard J. and Carol Mather of Oak Park, the volunteer was born in Evergreen Park, Illinois and attended St. Mel-Holy Ghost, a Catholic grammar school in Chicago which conducts a special program for deaf children.



Robert J. Mather, 27, from Oak Park, Illinois, is believed to be one of two lawyers in the United States who were born deaf. He is serving as a VISTA (Volunteers in Service to America) staff attorney at the National Center for Law and the Deaf (NCLD) in Washington, D.C. A 1974 social work graduate of the National Technical Institute for the Deaf in Rochester, New York, Mather graduated from De Paul University Law School in Chicago, last February and was admitted to the Illinois bar in May. He is the son of Bernard J. and Carol Mather of Oak Park.

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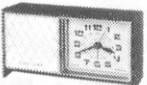
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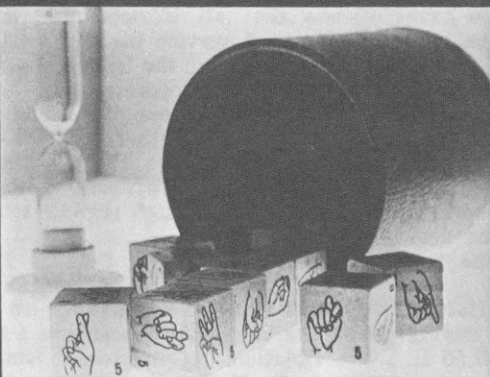
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"My parents chose this school because of its oralistic philosophy," said Mather, who describes himself as "profoundly" deaf. "They preferred that we grew up to lead normal lives and live like hearing people. They didn't want us to be deaf and dumb."

In 1966, he started attending Hinsdale South High School in Hinsdale, Illinois, which has a special program for deaf students. "Most of the time, however, I went to hearing instead of deaf classes. I had no interpreter and had to sit in the front row and read the teacher's lips," he said. "I got very skilled at being phony and pretending to know what was said when I actually didn't."

When he graduated from high school, Mather was appointed to the National Honor Society for his outstanding grades, leadership and participation in extracurricular activities, including football and track.

"While in high school, I tried to be like a normal person and associated with hearing people and even had a hearing girl friend," he recalled. "I also did a lot of reading and was into black literature as there were no books for the deaf."

"I remember reading *Soul on Ice* by Eldridge Cleaver, particularly the part about his going to jail and posting pin-up pictures of white women on his wall. A white cellmate told him that black women were ugly and he became furious and tore the pictures off the wall," continued Mather. "He then said 'black is beautiful.'"

"I substituted 'deafness' for black and thought to myself 'deafness is beautiful.' It was a real identity crisis that really blew my mind," he said. "I broke up with my hearing girl friend, started learning sign language and started feeling good about myself. I realized that if you are deaf, you cannot become hearing and deafness is nothing to be ashamed of. I was at last free to be myself."

After high school, Mather attended the National Technical Institute for the Deaf where he met his future wife, Susan Mozzer from Hartford, Connecticut, who also was born deaf. They now have a four-month-old daughter, Roberta, who apparently can hear.

"Susan and I both graduated with degrees in social work, which meant we would be competing for the same jobs when we got married. I didn't think this would be good for our marriage and decided to try a new field," he recalled. "After talking around, I found that deaf lawyers were needed so I took the test for law school and passed."

Mather went through De Paul University Law School in 2 1/2 years, relying on an interpreter whom he paid \$7.50 an hour. The Department of Vocational Rehabilitation gave him some financial support.

While in law school, he took an elective course on trial practice "to the amazement of the teacher and other students. They didn't think that I could handle it. I told them I was taking it 'for fun,' while actually I did it to see

if it was possible for a deaf person to function in court," said Mather. He got an A in the course and won two cases in moot court.

"Thank God that I had the guts to take it because of the attitude of the other students. What if they had been right? What if I couldn't handle it? Thank God this did not happen," he continued. "But I am not handicapped. This is a hangup of other people. It is the attitude of hearing people that makes us handicapped. You can be a professional and a leader without good speaking capability."

One other obstacle for the deaf, according to Mather, is the telephone. "You know the saying about 'let your fingers do the walking' through the yellow pages. We deaf people still use our feet," he said. "The ironic thing is that Alexander Graham Bell invented the phone to magnify sound to help his deaf wife. Then it became something that helps the hearing and not the deaf. We still have to use our legs to find jobs, shop and get services."

Another thing that annoys Mather is discrimination by auto insurance companies deaf drivers. When he first moved to this area, he was told by an insurance underwriter that he couldn't get a policy because he was deaf. He reported the incident to the Maryland Insurance Commission, which recently ordered the insurance company to issue policies to deaf people.

"I was so shocked that something like that could happen to me. Driving is almost totally dependent on visual alerts and it has been proven that deaf people have equal if not superior driving records to the hearing," said Mather. He has since worked at NCLD on a number of similar discrimination cases.

Lately, Mather has been involved in research on Section 504 under the Vocational Rehabilitation Act of 1973. This section, which became Federal law last April, requires all recipients of Federal funds to provide accessibility for the handicapped in their programs.

"As far as the deaf are concerned, this means that all schools, hospitals and other social service institutions that receive money from the federal government must provide interpreters and telecommunications devices for the deaf (TDDs)," said Mather. TDDs enable deaf people to use the telephone by means of teletypewriters which transmit messages through regular telephone cables.

Recently, the Legal Defense Fund, a national legal service organization for the deaf which is associated with NCLD, won the first case concerning a Section 504 violation. It involved a small college in South Carolina which refused to provide an interpreter for a deaf person.

"This means that we will have a lot of work to do," said Mather, who does legal research for the Legal Defense Fund as well as NCLD. "For example, hospitals now must provide interpreters and/or TDDs so that deaf people can call in emergencies."

"I don't want people to pity me, but I think it is funny that right after I finished law school, this section was passed. As you recall, I had to pay for the services of an interpreter," he said.

The young VISTA lawyer is "very enthused" about the passage and enforcement of Section 504. "It is a very good beginning toward providing the deaf with equal and full citizen rights as members of society, but it's not the end," he said. "Often deaf people feel they have no rights as members of society. Because of their communication problem, they are the most disadvantaged and the most misunderstood of all minority groups."

"One major reason for this is that deafness is invisible. You don't see a deaf person unless he uses sign language. Unlike the blind, we don't carry white canes and are not accompanied by seeing eye dogs," continued Mather. "Also people think that there are more blind individuals than deaf, which isn't so. People with hearing impairments outnumber the blind 30 to 1, and for totally deaf people, the ratio is 3 to 1."

"As a lawyer, I want to educate the hearing as well as the deaf on the rights of the deaf," said Mather, who has received many satisfactions from his VISTA service at NCLD. "If I had gone into a big law firm, I would have had to prove to the other attorneys that I could do the job. This could take five or ten years. Here, I don't have to prove anything. I just do the job."

It is believed that Mather is the only deaf-born lawyer practicing in the deaf community. "There may be other born deaf lawyers. Who knows? This is not important to me," he said. "In fact, it is really a shame to say that we have only a few deaf attorneys. We should have many more."

Cummings, the other deaf-born lawyer, also served as a VISTA volunteer in 1967 and 1968 in West Virginia before entering the University of West Virginia Law School where he graduated in 1971. He is leaving the Department of Labor shortly to work on a master's degree in public health administration at the University of Pittsburgh.

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CHAIRPERSON / ASSISTANT

DEAN - Science — Manage support services, develop joint curriculum offerings and faculty exchanges. Plan, monitor and report on programs, budget and personnel. Ph.D. in Physics or Biology, 3 years' teaching and administrative experience and knowledge of deafness required. Instructional technology or curriculum development experience preferred.

CHAIRPERSON - Manual Language — Manage instruction, curriculum development and research related to manual/simultaneous communication and plan cooperative efforts Institute-wide for effective communication. Ph.D. preferred, or M.S. with minimum of 5 years' experience in language instruction and research background.

COORDINATOR OF PROGRAMS ON DEAFNESS

— Coordinate the design, delivery and evaluation of variety of training programs providing information and skills concerning deafness to professionals at RIT and nationwide. Master's in Education of the Deaf, Audiology, Speech Pathology, Linguistics or Psychology. Doctorate preferred. 2-4 years' teaching experience with deaf students, 1-2 years' managing curriculum development projects, 1-2 years' in-service or teacher training programs.

RESEARCH ASSOCIATE - Career

Education — Design and implement applied research, program/curriculum development and evaluation in career education. Emphasis on decision-making and conceptual organization, sequencing, and delivery of career information. Must engage in a team effort with counselors, faculty and other research associates to identify and meet career education needs of a post-secondary deaf population. Ph.D. in career education, curriculum development or related field.

CURRICULUM DEVELOPMENT SPECIALIST

— Assist in the curriculum development, instructional development, evaluation and research needs of NTID in accordance with institutional policy as reflected in the Instructional Development Process, the Curriculum Process Model, and the Curriculum Approval Process. Requirements include an earned doctorate or equivalent, in curriculum development or instructional development, educational theory, psychology, research or combinations. Three years or more of related work experience.

INSTRUCTIONAL POSITIONS

All positions require a Master's Degree. Previous experience in teaching and/or deafness desired. Positions include curriculum development, academic advising, tutoring and planning responsibilities.

HISTORY / HUMANITIES - ASSOCIATE EDUCATIONAL SPECIALIST

— Direct evening tutoring center; instruct in humanities, historical process. Master's in History required; Master's in Social Science, Humanities or Education acceptable, if BA in History. College training/tutoring experience required.

SOCIAL WORK / CRIMINAL JUSTICE - ASSOCIATE EDUCATIONAL SPECIALIST

— Provide tutoring, notetaking and advising. Participate in special projects and team efforts. Master's in Social Work required. Experience in Social services or educational support services with deaf persons preferred.

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PSYCHOLOGIST — Provide testing and therapeutic services. Participate in and conduct activities to promote mental health awareness. Teach developmental education, eventually psychology of deafness courses. Master's with postgrad. work in clinical or counseling psychology required; Ph.D. preferred. 2 years' clinical experience with disadvantaged, handicapped or exceptional clientele in educational setting required; experience with deafness preferred.

MANUAL / SIMULTANEOUS COMMUNICATION — M.S. in Speech Path., Audiology, Deaf Ed. or Linguistics. Experience in programs for hearing impaired persons; ability to develop and write curricula inclusive of evaluation for demonstrating appropriateness of curriculum; skilled user of simultaneous communication, applied research, knowledge of language development.

COMPUTER SCIENCE - ASSOCIATE EDUCATIONAL SPECIALIST — Provide support services, tutoring, notetaking, interpreting, academic advising and career guidance to deaf students. Coordinate research activities for identifying jobs available to deaf students. M.S. Degree in Computer Science or equivalent educational experience. Minimum four years' experience in teaching/industry including use of time-sharing terminals and graphic displays, XDS computer operations, programming and application, Hardware and Software Systems Design and Analysis. Knowledge of deafness helpful.

MECHANICAL ENGINEERING — Teach Mechanical Technologies courses; theoretical (machine design, mechanisms) and hands-on (Manufacturing Processing & Drafting). Tutor, advise students, develop curriculum, work on special projects. B.S./B.E.T. in Mechanical Engineering. M.S. preferred. 3 years' Industrial experience, machine design, development, test or Manufacturing Engineering.

SOCIAL SCIENCES - ASSOCIATE EDUCATIONAL SPECIALIST — Teach introductory sociology. Provide support services of notetaking, tutoring and assist in modifying instructional practices to meet deaf students' special needs. 2 years' post-secondary teaching preferably with deaf. Master's Degree of an interdisciplinary nature in social sciences or sociology area.

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CAPTIONING SPECIALIST — Lead person responsible for production of television captioning. Performs various tasks relative to TV production, department research and evaluation, training, and assisting in the dissemination of information concerning captioning processes. M.S. Degree in English (composition) additional courses in Instructional Technology Captioning experience, and knowledge of deafness preferred. Strong writing skills required.

PUBLIC INFORMATION

ASSOCIATE — Develop and implement writing, publicity and other print, non-print and direct communication assignments. Planning and writing skills necessary, Bachelor's Degree in communication discipline (Journalism, Public Relations) and 2 years in communications related employment required.

CURRICULUM MATERIALS

SPECIALIST — Identify, acquire, preview and evaluate curriculum materials. Master's in Library Science, Educational Communication or Instructional Technology. Two years' experience in mediated learning environment.

PHOTOGRAPHER /

CINEMATOGRAPHER — Produce instructional materials for various media applications in general media areas of still photography, motion picture and animation; describe and document procedures used in production. Master's Degree in Photography, 5 years' experience in various areas of still, motion picture, and animation. Management and descriptive writing skills. Work well with creative group and clients.

PERSONNEL SPECIALIST —

Resource person in design, development, maintenance and/or evaluation of administrative subsystems of personnel. Knowledge or demonstrable strengths in job analysis, data processing systems, data collection, statistics and report writing. B.S. Degree in Business, Personnel, or Administration; 2-4 years' Personnel Administration, at non-clerical level, in Wage and Salary, Policy-Procedures writing, Report Writing, Personnel Research. Proven ability to identify, analyze, simplify complex issues.

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DEAFNESS RESEARCH & TRAINING CENTER



Dr. Jerome Schein shares lunch with Dr. M. Nasser Kotby, a member the Faculty of Medicine at the University of Cairo, Egypt. Dr. Kotby's visit to the Deafness Center was part of a tour he is making of various rehabilitation and education facilities in the United States.

Once again the Deafness Research & Training Center has opened its doors to new and returning students. To welcome students, the Deafness Center planned an orientation program which began on September 8 with a two-day intensive sign language workshop. About 50 trainees attended the sessions.

On September 15, 70 students assembled for a general introduction to the Deafness Center. Dr. Doris Naiman, the director of training, welcomed everyone. She pointed out the value of education and rehabilitation students meeting as a group so that they become familiar with each other's concerns and share their knowledge. Dr. Naiman introduced the Deafness Center's director, Dr. Jerome Schein, who officially opened the new school year.

Dr. Schein stated that the group assembled would profit from years of substantial accomplishments in research and training in deafness. New York University has one of the oldest programs in the United States for teachers of deaf children; the Deafness Center is also one of the oldest organizations in the field of deafness rehabilitation research.

Incoming NYU D&RTC students enjoyed meeting alumni and returning trainees at a social hour during orientation week.

Among recent achievements of the Deafness Center has been the preparation and revision of the Model State Plan for Rehabilitation of Deaf Clients. Today every state is committed to the idea of adhering to a model of VR services for deaf people.

Another important Deafness Center project, the National Census of the Deaf Population, discovered that all previous estimates of the size of the deaf population were incorrect. The Deafness Center has also been active in the development of television captions. As well as organizing the first captioned broadcast of a news event—the inauguration of former President Nixon—the Deafness Center has been responsible, in large part, for the introduction of Sign Language interpreters on television.

The Deafness Center also is the home of the National Interpreter Training Consortium. It leads in research on multiply handicapped deaf children and adults. Dr. Schein concluded by stressing the integrity of the individual and the right of all persons to communicate.

Dr. Naiman informed the students of the Deafness Center's demonstration project on education of multiply handicapped deaf students at JHS 47, the largest public school for deaf students in the world. The goal of the project is to provide skills to multiply handicapped students which will help them to live as independently as possible. So far, the program has been very successful.

Vicki Gallin, who works as a parent counselor on the JHS project, explained the methods used at the school. These involve an individual assessment and curriculum for each child. A comprehensive medical care program and regular parent counseling are also used. Total family involvement is crucial. The parents attempt to visit the school weekly.

Home visits teach communication to the parents based on the child's need and level. One result of the program has been to move the children out of institutions and into family groups or foster homes.

Janet Acevedo then spoke about the National Interpreter Training Consortium, which is headquartered at the Deafness Center. It was established in 1974 because of the critical lack of Sign Language interpreters. At that time, there were only about 400 certified interpreters in the United States. The NITC upgrades and trains interpreters, teaches deaf people to use their services and prepares teachers of interpreters.

Dr. Douglas Watson informed the students about opportunities available for fieldwork through the Deafness Center. He also described several workshops and special projects in which the Deafness Center is currently involved, such as the evaluation of the curriculum use with deaf school children in Texas and studies to develop standard tests for vocational evaluation of deaf rehabilitation clients.

Mary Beth Miller, communication specialist, spoke about the work being done to prepare deaf people to work with the nonoral population. The program was begun last year. Its aim is to develop a new career for deaf workers. Basically, the Nonoral Communication Specialist teaches sign language to people who do not speak but can hear—autistic children, aphasic adults, etc.

Ron Haliton, media specialist, told about the work being done in television radio, TTY and other electronic communication devices. A story about the project at the Metropolitan Museum of Art appears elsewhere in this issue of THE DEAF AMERICAN.

New School Year Brings NYU Many New Students Of Deafness



Dr. Gloria Marmor spoke about some special problems encountered by deaf children when learning language. Her research will focus on the problem deaf children and adults have with print reading.

Instructor Linda Thiel described strategies being used to improve teaching methods with deaf children. She showed the importance of curriculum and language development research to deafness education.

Frima Christopher spoke for Marcus Delk and Martin Sternberg who were unable to attend. She explained Delk's work in survey research. Sternberg is developing manual communication for Spanish deaf persons and for deaf-blind students. Ms. Christopher then touched on her work in the clinical education programs at the Deafness Center.

Students met in the afternoon to discuss field work for education and rehabilitation. After having time to discuss individual placement interests, groups were reassembled for a knowledge of deafness test, an attitude scale and a Sign Language test. These tests are part of the Deafness Center's continuing evaluation of its training programs.

On September 16, morning sessions concentrated on general services offered by other offices at NYU. In the afternoon, students assembled for an American Deafness and Rehabilitation Association (ADARA) meeting and then relaxed with a social hour.

Dr. Mills Holds Seminar On Deafness Rehabilitation

Dr. Craig Mills spoke on September 20 and 21 at New York University. He continues to serve the Deafness Research & Training Center National Advisory Board as chairman. His seminars began with a brief history of deafness rehabilitation.



The Open House provided a good opportunity for students to practice their sign language skills as well as get acquainted with the Deafness Center faculty and staff. Here Frima Christopher (left) discusses field work placements with an incoming student. Ms. Christopher, a doctoral candidate in the Deafness Center's program, supervises field work placements of master's degree students in education and rehabilitation agencies throughout New York City.

Workshops On Psychological Assessment Continue

Psychologists from 22 states convened in July at the Deafness Center for the second Workshop on Psychological Assessment of Deaf Clients. The 28 participants spent a full week in training at New York University, from July 11-15. The states they represented: Arizona, Arkansas, California, Connecticut, Florida, Indiana, Iowa, Kansas, Massachusetts, Minnesota, Montana, New Hampshire, New Jersey, Rhode Island, South Carolina, Texas, Virginia and Wisconsin.

Meeting in New York University's Vanderbilt Hall, the group began with an overview of the practices, issues and problems connected with psychological services in the rehabilitation of deaf persons. This included selection criteria, communications considerations, test administration techniques, procedures for interpretation of test results and im-

plications for the rehabilitation process. With the help of deaf persons who agreed to role-play, the psychologists had actual experience with problems in communication and test administration.

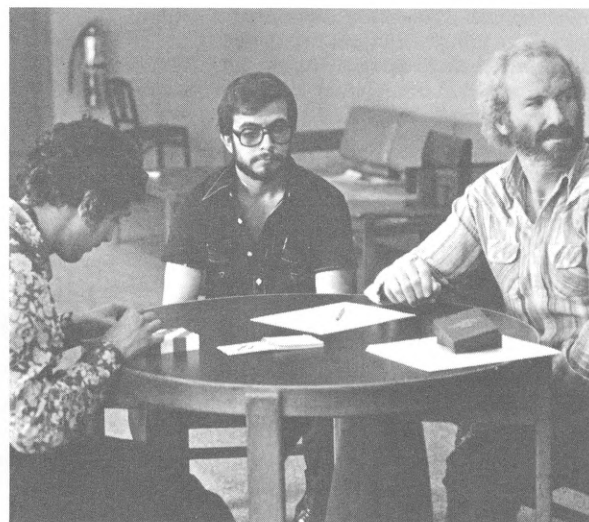
The third day of training was devoted to consideration of testing in the areas of scholastic achievement, perceptual functioning and memory functioning. Again conferees had applied experience with deaf persons and tried out interview and assessment techniques.

The unexpected agenda for the fourth day turned out to be "How to Survive an Electrical Blackout." Participants, undaunted by the power failure, gathered in Washington Square Park to cover intellectual and personality assessment.

Applied experience in all of the above areas as well as interpretation of psychological tests made up the last day's program.



Left: Dr. Warren Bower of Meriden, Connecticut, (center) is intense about testing a deaf girl. Janet Acevedo (left) is interpreting. Right: Dr. Daniel Kramon of Santa Monica, California, (center) conducts a psychological interview with deaf professional Carole Lazorisak who is role-playing the client. Behind them at the desk is Workshop Moderator Dr. Douglas Watson of the Deafness Center. At left is interpreter Betty Ingram. Observing are Dr. Raymond Trybus of Gallaudet College and Martin Sternberg of the Deafness Center (front row right) and other members of the workshop.



Left: Dr. Paul Power of Boston, Massachusetts gets practice in testing a deaf client. The interpreter is Betty Ingram. Observing (left) are Matthew Lavey of Manchester, New Hampshire and Thomas Nicoletta of Concord, New Hampshire. Right: A deaf person (left) works on a test administered by Dr. Paul Wheatley of Santa Monica, California, (right) who has turned away briefly, seeking clarification. Ameslan interpreter Pedro Acevedo (center) looks on.



Left: Dr. Walter Stenning, from Texas A&M University, visits with Tom Freebairn, the Deafness Center's coordinator of telecommunications projects, and Dr. M. Nasser Kotby, a visitor from the University of Cairo, Egypt. Dr. Stenning is working with the Deafness Center on its evaluation of the statewide curriculum for deaf students developed by the Texas Education Agency. Left: Another visitor from Texas, Joan Cooper Stenning, is intrigued by Dr. Schein's conversation over lunch.

Crossroads Research Nearly Completed

For the last three years, the Deafness Center has consulted with Crossroads Rehabilitation Center, Inc., Indianapolis, on their program for severely handicapped deaf adults. The Rehabilitation Services Administration supported the program as a demonstration of how much more can be done than is now being done for persons in this category. The Deafness Center's job has been to plan the evaluation of the project and to provide consultation for Crossroad's staff.

Crossroads is not new to serving deaf adults with additional disabilities. Under Eugene Petersen's leadership, Crossroads having had a program for many years before the special Federal grant was made. Nearly 200 deaf clients have been served in the last three years.

These clients came from 16 different states. At Crossroads, deaf clients received every service they needed. They lived in Indianapolis for periods up to 18 months. Most of all, they had the help of people who could effectively communicate with them.

Communication makes a difference. Crossroads has had great success in rehabilitating these people. Many had no facility for training in their home states; without Crossroads, their future would have been dark.

The assistant director of Crossroads, Ms. Glenda Westbrook, has given this program enthusiastic, knowledgeable support. Her close collaboration did much to make the program effective.

Douglas Watson has been the principal member of the Deafness Center staff who has worked with Crossroads. He has lent freely his vast experience in re-

habilitation. He has been determined to see that Crossroads provides the model program the field needs to encourage more programs of this kind.

Marcus Delk and Jerome Schein designed the evaluation strategy. They regard the analysis as a critical test of Crossroad's progress towards its objectives. Results will be known very shortly. Preliminary analyses, however, are very encouraging.

The Crossroads evaluation is one of several being conducted this year by the Deafness Center. Some others have been at New York City Community College, Dutchess County (N.Y.) Board of Cooperative Educational Services, Massachusetts Rehabilitation Commission, Texas Education Agency and Milwaukee Public Schools. Providing evaluation and assessment in education and rehabilitation is an important function of the Deafness Research & Training Center.

Metropolitan Museum

The New York Metropolitan Museum of Art began a pilot program for hearing-handicapped visitors this summer. Many museums provide recordings that visitors can play as they view the exhibits. The recordings are made by experts whose commentaries enrich the tour. But hearing impaired and deaf people cannot use this service, because they cannot hear the recordings. Now special equipment makes the recordings audible to people who use hearing aids. For deaf visitors, special tours are conducted weekly with an interpreter signing the commentary.

The idea began when the Met's educational director, Joan Goodrich, became interested in reviving a museum program which had supplied conducted tours on audio cassettes. Tours of specific exhibits are recorded by a museum curator and offered for a small charge. Although these explorations make the museum tours more beneficial, one patron pointed out that the recordings were not practical for the deaf or hard of hearing person. This realization prompted Ms. Goodrich to contact Dr. Schein at the Deafness Research & Training Center. Together with Ron Hamilton, the Center's media specialist, Schein proposed a two-part solution: use auditory training units to broadcast to hearing impaired visitors and interpreters for those who are deaf.

The Phonic Ear Company agreed to supply the necessary equipment to the museum on a trial basis for the summer season. To accommodate deaf visitors, the New York Society for the Deaf provides an interpreter who conducts a tour one evening each week. The interpreter listens to the recording and signs to

the deaf visitors the same material received by those who can hear.

Throughout the summer season, questionnaires were distributed to those who made use of the two services. According to Ron Hamilton, the results were "overwhelmingly in favor of continuation of the program and there was a heavy usage of the interpreters program."

The success of the summer pilot program has resulted in plans by the Metropolitan to continue and expand the operation. Interpreted tours will be offered Saturday and Sunday mornings in addition to Tuesday evening. Each week one of the tours will be repeated. The museum plans a vigorous effort to inform the public of the tours.

Making Waves

Janet Acevedo has assumed responsibility for coordinating National Interpreter Training Consortium programs for New York University. She formerly arranged interpreting services for students and staff at the Deafness Center and assisted with NITC workshops. Ms. Acevedo's interpreter training work will continue, along with new administrative responsibilities, now that Carol Tipton has resigned as NITC coordinator in order to begin full-time graduate study at New York University.

Dr. Jerome Schein has been selected to serve on the advisory board of *You, Me and Us*, a California-based organization devoted to educating schoolchildren about disabled people. Dr. Schein also serves as chairman of Task Force II of the Model Secondary School for the Deaf.

The Deafness Center's director of re-

In January of 1978, the Met will review and decide whether to permanently install the program. At that time, the Museum will publish and make available information to other museums throughout the country so they can also initiate such a program.

Although the Deafness Center facilitated the pilot, the Metropolitan Museum, the Phonic Ear Company and the New York Society for the Deaf are now carrying on. Beneficial developments resulting from the project include: further technical modifications by the Phonic Ear Company, such as more lightweight, useful and less conspicuous equipment. These developments will benefit not only museums but many other forms of public entertainment.

search, Dr. Alan Stewart, is a member of Task Force I of the Research & Training Centers Association. This group, composed of research staff from the 21 research and training centers supported by the Rehabilitation Services Administration, holds periodic meetings across the country to discuss common problems and to develop new research strategies. In recent months, Dr. Stewart has traveled twice to Washington and once to Houston to participate in the meetings.

With collaborator Professor Simeon Berman of NYU's Courant Institute of Mathematical Sciences, Dr. Stewart presented a brief seminar to a group of mathematicians on the work he and Professor Berman are currently doing. They are attempting to apply mathematical model theory to current problems in information processing and designing visual displays. Over 40 mathematicians attended the presentation.

Frima Christopher, a doctoral student at the Deafness Center who supervises field placements of students in schools and agencies serving deaf persons, reports that the overwhelming majority of last year's graduates have been successful in finding employment with deaf persons. Their assignments range across the country and cover educational, rehabilitation, social service and health concerns.

Thomas Freebairn, the Deafness Center's coordinator of telecommunications projects, traveled to Madison, Wisconsin, to attend a conference on the use of telecommunications in vocational rehabilitation held in late September. The conference was sponsored by the Rehabilitation Services Administration, which provides basic funding for the Deafness Center.

Dr. Marmor Attacks Fundamental Program In Deafness—Reading

The Deafness Research & Training Center staff has been joined this fall by Dr. Gloria Marmor. She obtained her doctorate from the State University of New York, at Stonybrook, in 1974. From 1973 to 1975, she taught developmental psychology at Brooklyn College. Dr.

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Marmor also held a post-doctoral fellowship at Princeton University from 1975-77.

Being a developmental psychologist, she will be studying the acquisition of reading skills in deaf children and the results of early reading training on deaf adults. Her main area is reading comprehension. Print reading is an important channel of communication between the deaf and the nondeaf world. However, it is known that deaf children usually have difficulty learning the read. Dr. Marmor hopes to find better approaches to developing reading skills among deaf persons.

1977 Summer Conference For Deaf Artists

Spectrum Focus on Deaf Artists held its second annual Summer Conference for Professional Deaf Artists during the week of July 31-August 4, 1977. The conference took place on Spectrum's 10-acre ranch, located 13 miles outside of Austin, Texas.

More than 30 deaf artists came from such diverse areas as Boston, San Francisco and Ontario to exchange creative ideas and discuss their collective joys and frustrations. Workshops in community theater, videotape, drawing, creative writing, photography, watercolor and dance took place to encourage the exchange of information. Special workshops on ASL (American Sign Language or Ameslan) were held to dispel myths and misunderstandings while building a positive attitude toward ASL and deafness in general. It wasn't all serious work, though. Participants had time to socialize and there was even a workshop that dealt with astrology.

During the week, the Deaf Artists Advisory Board met to organize the goals and direction that Spectrum, FODA will take in the next year. Some of the priorities they made were the establishment of the Visual and Performing Arts School, the expansion of the dance company, construction of the Deaf Arts Center building and the continuation of Spectrum's present programs.

Immediately following the 1977 Summer Conference, a Deaf Arts Festival was held on August 5-6. It took place on the Town Lake Shores in downtown Austin and all the events were open to the public.

The celebration opened with a show to entertain the crowds who gathered on the banks of the river. Mime, puppetry, improvisation and children's theater performances were staged intermittently over the two-day period. Battik and oil painting demonstrations took place and several deaf artists set up booths to sell their artwork.

On Friday evening, the community theater gave its first performance in the outdoor theatre at the ranch. A vaudeville type show "What Me Do" was presented and directed by Clarence A. Russell. A barn dance followed the play.

Pennsylvania Elects Maurer

John F. Maurer of Pittsburgh was elected president of the Pennsylvania Society for the Advancement of the Deaf at the 91st annual convention August 19-20 at the Harrisburg Host Inn. Samuel D. Shultz declined renomination.

PSAD Award of the Year went to A. Donald Roppelt, a past president and now first vice president of PSAD. Other officers elected for one-year terms: Sol Schwartzman, second vice president; Frank Nemshick, secretary; and Charles Boyd, treasurer. Boyd and Nemshick were reelected to the PSAD Board along with two new members, Ronald Ernesto of Reading and Charles Warthing of Scranton.

Debra Krausa of Pittsburgh, a WPSD grad and student at Carlow College, was selected as Miss Deaf Pennsylvania. MaryLou Novitsky of Johnstown was first runnerup and Ellen Lynott of

Scranton second runnerup. Alan Barwielek of New York City emceed the Pageant.

Miss Deaf America Susan Davidoff of Maryland performed a ballet dance and sang in signs. National RID President Carl Kirchner of Washington, D.C., formerly of Johnstown, Pa., reverse interpreted the pageant.

Convention speakers were Dr. Frederick C. Schreiber of the NAD; the first deaf Catholic priest in the United States, Rev. Thomas Coughlin; and Robert Nagel, director of Elwyn's Nevil Home for the deaf.

This year's convention crowd of almost 300 was larger than usual, bolstered partly by the Miss Deaf Pennsylvania Pageant, interest in PL 94-142 (education of handicapped) and an all-deaf show of Harrisburg Theatre of the Deaf.

First International Conference On Deaf-Blindness

The first major international conference devoted entirely to the welfare and services for deaf-blind youths and adults was held during the week of September 11-16, 1977, at the Statler-Hilton Hotel in New York City. Sponsored by the Committee on Services to Deaf-Blind Youths and Adults of the World Council for the Welfare of the Blind, and the Helen Keller National Center for Deaf-Blind Youths and Adults of Sands Point, New York, the conference was attended by experts in the field of rehabilitation of the deaf-blind and an impressive number of deaf-blind persons who are professionals themselves.

Participants from nearly 30 countries pooled information and shared techniques whereby people who have lost both sight and hearing can achieve independ-

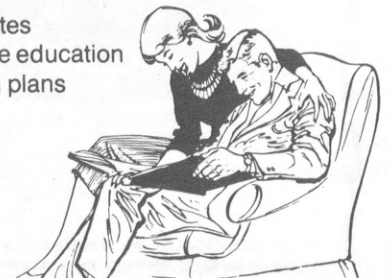
ent and rewarding lives. The conference included authoritative papers by professional workers on virtually every phase of rehabilitation of the deaf-blind persons and social services geared to their needs, and presentations by deaf-blind educators, scientists, counselors, housewives, shop-workers and community leaders from all over the world describing their experiences.

One of the immediate outcomes of the conference was the unanimous approval of A Declaration of Rights of Deaf-Blind Persons, by the delegates at large.

The Helen Keller National Center, which is operated by The Industrial Home for the Blind, was the host agency. Participants at the conference spent a full day, visiting the modern facilities of the Center and observing the rehabilitation, training and research program.

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The Deaf American

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

Farwest Volleyball Tournament Riverside, California

Men's Team Standing

1st place—Orange County
2nd place—Temple Beth Solomon
3rd place—So. California Recreation Club "A"
4th place—Gold and Green
5th place—So. California Recreation Club "B"
6th place—Phoenix Association
Men's All Stars: Jeff Ditcher, Temple; Greg Wilson, Orange Co., Wing Lai Orange Co., Robert Woodward, So. Calif. "A"; Ken Roberts, So. Calif. "A," Wayne Miller, Temple
Most Valuable Player: Jeff Ditcher, Temple

Women's Team Standing

1st place—South Bay Trotters
2nd place—Orange County
3rd place—Temple "B"
4th place—Temple "A"
5th place—Gold and Green "A"
6th place—Gold and Green "B"
Women's All Stars: Wanda LaCoure, Trotters; Patty Lopez, Temple "B"; Carol Siracusa, Trotters; Barbara Gorga, Temple "B"; Carol Schmrtz, Orange Co.; Donna Low, Trotters
Most Valuable Player: Wanda LaCoure, Trotters

1977 Kansas Invitational Volleyball Tournament

Kansas 8-15	Kansas 15-15
Iowa 10-4	Nebraska 3-3
Nebraska 6-3	Iowa 14-15
Illinois 13-15	Illinois 10-8
Kansas 15-15	Iowa 14-13
Illinois 0-6	Nebraska 11-11

Championship games:
Iowa 15-2-10
Kansas 12-15-15

TEAM STANDINGS

	Won	Lost
1. Kansas	7	2
2. Iowa	6	3
3. Illinois	2	4
4. Nebraska	0	6

1977 Iowa Invitational Volleyball Tournament

Iowa 15-15	Kansas	15-15
Nebraska 7-4	Nebraska 3-3	
Kansas 5-15-15		
Iowa 15-7-12		

TEAM STANDINGS

	Won	Lost
1st place—Kansas	4	1
2nd place—Iowa	3	2
3rd place—Nebraska	0	4

HOTLINE SPORTS

1977 Interstate Prep Football Results

Kentucky 14, Indiana 13
Kentucky 12, St. Rita 8
Kentucky 22, Maryland 14
Kentucky 38, West Virginia 28
Tennessee 40, Kentucky 22
Indiana 29, Missouri 28 (Double overtime)
Wisconsin 26, Indiana 12
Wisconsin 8, Missouri 0
Illinois 14, Missouri 6
Minnesota 36, Wisconsin 12
South Carolina 31, Alabama 12
Alabama 18, Tennessee 6
Missouri 17, Kansas 12
Wisconsin 26, Michigan 6
Kansas 20, Iowa 6
Kansas 20, Illinois 12
Illinois 14, Missouri 6

1977-78 Bowling Schedule

December 3—Cleveland, Ohio
December 10—Cleveland, Ohio
January 21—Doubles Tournament, Chicago (Southtown), Illinois
February 5 to 8—First Annual Bowling Classic, Las Vegas, Nevada
February 11—Mixed Doubles, Detroit (DAD), Michigan
February 18—Columbus, Ohio
February 25—Milwaukee, Wisconsin
March 4—Louisville, Kentucky
March 11—Omaha, Nebraska
March 18—San Antonio, Texas
March 18—Detroit (DAD), Michigan
April 1—Des Moines, Iowa
April 8—Aurora, Illinois
April 15—St. Louis Missouri
April 22—Minneapolis, Minnesota
April 28-30—Great Lakes Tournament, Indianapolis, Indiana
May 5-7—Eastern Tournament, Buffalo, New York
May 6—Council Bluffs, Iowa
May 19 to 21—Ohio State Tournament, Toledo, Ohio
May 20—Chicago (CCD), Illinois
May 26-28—Pacific Coast Tournament, Long Beach, California

BOWLING SCHEDULE

May 27—Dixie Tournament, Miami, Florida
May 26-28—Central States Tournament, Detroit, Michigan
June 3—Little Rock, Arkansas
June 10—Wilmington, Delaware
July 4-8—World's Deaf Tournament, Los Angeles, California

Interstate Girls Prep Basketball

December 10—Kansas at Missouri
December 10—Indiana at Kentucky
January 28—Missouri at Kansas
January 27 and 28—Invitational Basketball Tournament at Indiana

Interstate Prep Boys Basketball

December 3—Tennessee at Alabama
December 10—Oklahoma at Kansas, Indiana at Wisconsin, Kentucky at Tennessee
December 13—Ohio at St. Rita (Cinn.)
December 15, 16 and 17—Central States Basketball Tournament at Kansas
First round games:
Game #1—Illinois vs St. John's
Game #2—Indiana vs Missouri
Game #3—Kansas vs Whitney Young (Chicago)
Game #4—Minnesota vs Wisconsin
January 14—Kansas at Nebraska
January 14—Indiana at St. Rita
January 14—Alabama at Tennessee
January 21—Kansas at Oklahoma
January 21—Tennessee at Kentucky
January 26, 27 and 28—Mason-Dixon Basketball Tournament at Tennessee
January 28—Missouri at Kansas
February 4—Indiana at Illinois
February 10—Kentucky at Indiana
February 11—Kansas at Missouri
February 15 to 19—ESDAA Basketball Tournament, American School
February 18—Nebraska at Kansas
February 21—Rochester at St. Mary's

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TOUGH FOR HER—Louise Hudson, 21, of St. Augustine, Florida, and student at Gallaudet College, our best woman 400-meter runner, did not win a medal in this event, but she did better the global mark 57.7 set in 1973. The first four finishers of the 400-meter finals were: 1) Rita Windbrake of West Germany, 56.6 (NEW WORLD RECORD); 2) Helina Zawadzka of Poland, 56.6; 3) Sharon Gargan of Australia, 56.8; 4) Louise Hudson of USA, 57.1 (NEW AMERICAN RECORD).

USA Athletes Find No Hamburgers Abroad

They Did Country Proud by Coping With Communism
Curtis Garner Wins 100-Meter Finals Twice

By ART KRUGER, Sports Editor

1500 N. Coalter Street, B-6, Staunton, Virginia 24401



FINEST USA MEN'S TRACK AND FIELD TEAM EVER IN WGD—The team consisted of 39 selectees, and they reaped a total of 34 individual medals—15 gold, 11 silver and 8 bronze.

Oh, how they missed hamburgers and cold soft drinks . . . but the USA kids made the best of it in Romania to compete in the 13th World Games for the Deaf.

The World Deaf Games sound nice . . . and the three-week trip had its reward . . . but deaf athletes from America learned quickly that there's no place like home.

And you have to understand the Communist mentality to appreciate fully the achievements and the ordeals experienced by the USA team.

The Communists attempt, for example, to inflict their paranoia on all they come in contact with. They are suspicious of everybody.

They consider every American traveler, even a 14-year-old deaf swimmer, a spy.

The USA contingent was headquartered in two large hotels on the outskirts of Bucharest, reported about the nicest in the city of 1,500,000. The hotels are Parc and Truist and they comprise one complex and are right next door to each other. Each of these hotels had twin beds and a shower. Rooms were

bugged. (On several occasions the Americans used little tests, like discussing a particular subject only in their rooms and giving out information, some of it inaccurate that only those present in the rooms could know. Later, the Romanians would somehow have that information.)

Durward Buck, Sports Editor of the Morganton, (North Carolina) News Herald, served capably as our first ever press officer, coordinating news for newspapers, radio and television. Never considering himself a "super patriot" and able to dismiss nationalism from his reasoning, Durward says this opportunity to see a Communist country at work leads to the easy conclusion that America is the greatest country in the world. In making long distance calls to the United States, **Durward reported that he was constantly harrassed by voices on the line who kept breaking into the conversations.** There was no click or change in the line—they had been there all the time.

Romanians are instructed not to associate with Americans. One of the interpreters was arrested and hauled off

for questioning one day because an American coach, in a gesture of friendliness, had given her a package of American cigarettes. (We even gave a carton of Kent to Gheorghe Miclea, president of the Romanian Association of the Deaf and vice president of the Organizing Committee of the 13th Games, and he accepted only to make sure that no one saw him take it.)

USA swim coach John Wiek had to make a trip to Tarom Airport to pick up Dave Ritchey. The taxi driver was stopped and questioned by the police because he had gone to the airport without permission.

Even American travelers, both deaf and hearing friends of the deaf, as well as relatives of our USA athletes were stopped at the border and questioned for three hours. They even had dogs to "check" thoroughly their rented cars. What a contrast, the Americans had no problem getting into other Communist countries, Bulgaria and Hungary, as it did not take them that long to enter.

Romaianians are naturally friendly and hospitable; however, a law known as the "State Secrets Act" went into ef-

PHOTO CREDITS

All of these photographs in this sports section as well as in our previous issue were taken by Miss Ginger Stevenson, teacher and media specialist at the Arizona School for the Deaf and the Blind at Tucson. She was official photographer of the USA contingent for the recent Bucharest Games.



USA WOMEN'S TRACK AND FIELD TEAM—They are kids, but they did very well against foreigners who are much older and more experienced. Individually, they earned a total of 15 medals (6 gold, 8 silver and 1 bronze). **Left to right: SITTING**—Sandra Phillips, 16, Frederick, Maryland; Rita Fox, 17, Nashville, Tennessee; Gloria Moton, 17, Nashville, Tennessee; Karen Tellinghuisen, 18, Falconer, New York; Cindy O'Grady, 18, Manassas, New Jersey; Patti Duncan, 16, Houston, Texas; Betsy Bachtell, 18, Columbus, Ohio. **KNEELING**—Renonia Greer, 19, Knoxville, Tennessee; Ann Reifel, 22, Anderson, Indiana; Louise Hudson, 21, St. Augustine, Florida; Mary Edwards, 17, Jacksonville, Florida; Patti Ferebee, 19, Norfolk, Virginia; Valerie Dively, 17, Flint, Michigan; Sarah Wade from Georgia School for the Deaf (manager and assistant coach). **STANDING**—Mrs. Ruth Seeger from Texas School for the Deaf (coach) Sherry Barnett, 18, Lakeland, Florida; Barbara Smith, 17, Tutwiler, Mississippi; Sharon Banks, 17, Macon, Georgia; Gerry Turner, 17, College Park, Georgia; Annie Taylor, 17, Memphis, Tennessee; Elizabeth Fields, 17, Delray Beach, Florida; and Mrs. Melanie McNulty from Tennessee School for the Deaf (coach).

fect in 1972 and has been enforced and applied to Romanians. The act is basically intended to control communications and personal exchanges between Romanians and foreigners in the interest of Romanian state security. Romanian citizens of all classes have been indoctrinated privately or in groups about this act, and many are required, depending on their place of employment and level of responsibility, to report any contacts with foreigners. The act pertains mostly to Party and government officials and academic and business people, in both professional and social aspects.

We were advised not to stay in the home of any Romanian overnight. The Romanian, if caught, may be charged a fine of 5,000 lei for letting a foreigner stay in his home. And it is illegal to take letters from Romanians out of the country to be mailed abroad. Such letters will be confiscated if found, and penalties for both the writer of the letter and the person carrying it are severe.

A black market in both foreign currency and merchandise flourishes in Romania. It is illegal and not tolerated by the government. During our 14-day stay in Bucharest, we were approached innumerable times by Romanians with generous and tempting offers. In Romania 12 lei is equivalent to one U.S. dollar. Often we were offered 20 to 30 lei for \$1.00. They prefer American dollars because they can buy things sold in U.S. dollars only. We were advised to keep away from them as the penalties for both the buyer and the seller are heavy. Three deaf tourists were caught and sent out of the country;

however, some of our kids did get away with it, accepting large Romanian money for American dollars, and they even were able to get them to buy their blue jeans.

The first thing the USA kids discovered was they could not drink the water in Romania. You have to pay for water, or any other beverage, with your meals. They tried Pepsi Colas but they were warm and the bottle were rusted around the rims. Ice was a luxury. The soft drinks were never cold. But the ice was

from the tap in the kitchen. That's why the Americans, athletes, coaches and officials, many of them, became ill with dysentery, nausea and intestinal viruses accompanied by fever. USA team physician Dr. William A. Derrick, of Boone, North Carolina, estimated he treated "50 per cent" of the team for stomach disorders. "It was a lot higher than that," he said. "A lot of the kids treated themselves or just endured it."

Food in Romania? There was no problem with quantity. But the quality . . .

Often we had to wait as long as two hours after ordering to get our food. And we never knew what we'd get. Once they served us tongue; another time it was moose meat. They served eight-course meals, with 20 minutes between the courses. These were just differences in cultures. They didn't understand us any more than we understood them. It wasn't long before the kids were asking if they had McDonald's in Romania. And to find a decent candy bar was just great.

The service at our hotels was awful. With temperatures in the 90's during daytime, there was no water for two days in the hotels. On two other occasions, the tiny elevators stopped working and Americans had to walk up as many as 12 flights of stairs five and six times a day.

The Communists, particularly the Russians, never miss an opportunity to promote the party line. For example, after the final medal count in the World Games, in which the USA athletes out-



1-2-3 IN HURDLES—Left to right: Bruce Reid, 17, of Tampa, Florida; Drexel Lawson, 19, of Minot, North Dakota, and Leroy Martin, 17, of Eustis, Florida. Lawson led the American sweep in the 400-meter intermediate hurdles by winning the gold in 56.9, followed by Reid in 57.0 and Martin in 58.8.



ONE OF THE MOST ADMIRABLE WOMEN TRACKSTERS—Karen Tellinghuisen, 18, of Falconer, New York, and a student at St. Mary's School for the Deaf, won the gold medal in the women's javelin with a throw of 38.78 meters or 127 feet, 3 inches for a new Games record. She's only 5 feet, 3 inches tall.

did the Soviets by 103 to 62, the Russian coach blamed the difference on the superiority of the American swimmers. It didn't seem to matter that his math was wrong. If you eliminated the swimming competition entirely—the USA would have still outscored the USSR.

Communists think all Americans are rich and are fair game for price gouging. The Organizing Committee, for example, had scores of timers, referees and judges working the various events. If a referee in track witnessed an obvious rules violation—and there were several—he took no action until the victim of the violation paid a protest fee of \$10.00. Only then would the ruling be made.

The water in the Bazin Dinamo was green. You couldn't see five inches below the water, and our kids would actually come out of the water with green hair. The officials finally cleaned up the facilities before the big competition began.

As we see it, the state owns everything. In Romania there is no incentive to perform, no personal ambition. No unemployment, either. The state as-

signs people to work where they're needed regardless of personal circumstances. There's no choice of schools or subjects. Students are channeled into areas of study through testing.

State-run restaurants have poorer service. You have to ask for water, salt, pepper and sugar and you may get them if the waiter is so inclined. Clerks in stores may serve you if they're not busy reading, and they may sell you something if they decide it's in stock.

When our chartered Pan Am plane arrived at Bucharest, we were "welcomed" by two platoons of soldiers armed with machine guns. Naturally our kids were somewhat disappointed in Bucharest. It was strange being in a Communist country to them. There were guards all over, and they felt they were being watched all the time. A planned sightseeing tour of the capital city was called off because we ran out of gasoline in our buses and the government wouldn't give us any more. They really didn't get to see anything of Bucharest. There was a major earthquake in March and the city was still being repaired and very dusty. Bucharest has no stop signs. The traffic is adominable and the accident rate is high. Taxis start their meters when you call, and they usually come from the other side of town. Yet, taxi fares were cheaper than in the United States and also if we had rented a car which is \$40.00 per day. The city-center of Bucharest is busy, but there is little motor traffic. Most people have to walk. There are parks where children can play, and numerous advertisements call upon the people for increased effort

in the rebuilding of their country.

Once our kids went to a track for workouts, only to be turned away because an international meet was to be held the next week. We were told of another track. We were unable to use it because of World War II movie was being filmed there.

Fans at the Games really liked the Americans. They packed the opening and closing ceremonies. The USA squad wore blue jeans and wrangler jackets with USA insigna. The Romanians liked that. Romanians would offer \$50 or \$60 for a pair of jeans.

During a banquet at the close of the Games, Romanian folk music was played. The American youngsters used it "to do the bump."

American athletes cheered once the plane took off from Bucharest to begin the long journey home. Moments before they had been searched individually by rifle-toting Romanian soldiers.

From there the American entourage visited Spain and Morocco. It was a time for relaxation, shopping and getting caught up on COLD soft drinks and hamburgers. We enjoyed staying at the BEST hotel along the Costa del Sol, Don Carlos, in Marbella. We even had pool parties and beach parties in the evenings.

After relaxing for four days in Europe's most popular sun resort, we stopped overnight in Tangier, Fez and Casablanca. We saw the sights of Meknes and Rabat, and toured casbahs and medinas and tried the age-old custom of "bargaining" in bazaars. Four buses were used to take us a five-hour ride



THEY DID NOT WIN MEDALS IN HAMMER THROW BUT THEY DID IN DISCUS—Jim Cooney, USA men's track and field coach from Rhode Island School for the Deaf, tested hammer with Brian Sheehy, 20, of Tucson, Arizona, while Jeff Holcomb, 21, of Bettendorf, Iowa, watched. Holcomb and Sheehy placed 5th and 6th respectively in the hammer throw, but they finished 1-2 in the discus, Holcomb winning the gold at 153 feet, 10 inches on last throw for a new WORLD DEAF record, and Sheehy taking the silver at 150 feet, 11 inches. Veteran and record-holder, Olaf Garberg, 38, Norway, won his fourth consecutive title in the hammer throw at 158-plus feet. His world mark is 185 feet, 10 1/2 inches set in 1972.

from Tangier to Fez and another five-hour ride from Fez to Casablanca. At the medina in Fez the streets were only four or five feet wide. On occasion an athlete or official would get bumped hard by a donkey.

From Casablanca we then took an eight-hour flight to Washington, D.C. Immediately the youngsters tanked up on ice cream and hamburgers again.

All of us agreed it was good to be back home again. There is no place like America. The experience is GREAT, to see how others live in Communist Romania, Democratic Spain and old-world Morocco, but we wouldn't trade America for any place.

The Americans destroyed a myth in the process of dominating the Games. Everybody keeps saying Americans are soft, lazy and pampered. The simple truth about the World Games for the Deaf at Bucharest is that the USA athletes performed better because they were better trained and better conditioned than all of the other countries. Even will all of the illness, they still did themselves proud.

Most countries in the world are in awe of Americans. The young athletes represented this country well. They were friendly and outgoing, adjusted to strange conditions more rapidly than the representatives of the 33 other countries competing. They laughed, joked, danced, gave away their possessions or traded them willingly for pins, sweat-shirts and other mementoes. They made friends and exchanged addresses. The interpreters from Romania wept when they left.



VICTOR OVER LEGENDARY VICTOR SKOMOROKHOV OF RUSSIA—Hank White, another USA men's track and field coach from Florida School for the Deaf, gives advice to Bernard Ruberry, 22, as to how to beat Russia's 37-year-old Skomorokhov. Ruberry did by winning the 110-meter hurdles in 15.8. Skomorokhov was second in 15.9.



WON FIRST RELAY EVENT IN WGD FOR USA—Melanie McNulty, one of USA girls track and field coaches, from Tennessee School for the Deaf, gave instructions as to winning the gold medal in 1,600-meter relay, and they did for a new WORLD DEAF record in 3:59.0. Left to right are Sandra Phillips, 16, of Frederick, Maryland, Sharon Banks, 17, of Macon, Georgia, and Louise Hudson 21, of St. Augustine, Florida. Betsy Bachtel, 18, of Columbus, Ohio, was the fourth member of this USA relay team.

The Americans ignored the repression, joked about the poor service and the inefficiency.

They claimed 103 medals for the highest total by any country since the Games began in 1924.

Their victories as good-will ambassadors were even greater.

* * *

There were 23 events for men in track and field and the United States got a medal or more in each of all events except 5,000 meters, 25 kilometers walk, long jump and hammer throw, with a total of 28 medals (9 gold, 11 silver and 8 bronze). Russia was runner-up with 18 medals including 8 gold, 4 silver and 6 bronze.

As expected, the Soviets were tops in women's track and field which consisted of 14 events. The USSR women won 7 events to push medal total to 15, six more than the American youngsters, who had nine including 3 in gold, 5 in silver and 1 in bronze.

However, for the second straight time the USA tracksters outmedaled Russia in combined men's and women's track and field, 37 to 33. Four years ago at Malmo, Sweden, USA was the winner with 36 medals. Russia had 28 total medals.

The medal standing in combined men's and women's track and field:



WON TWO MORE MEDALS—Renonia (Fowler) Greer, 19, of Knoxville, Tennessee, should have won the women's long jump, where she took a bronze with an 18 feet, 1/2 inch leap. A former TSD track star, Renonia worked out only three weeks. Had she worked all year, it would have been different. She also got a silver medal for her part in anchoring the 400-meter relay team that set a new American Deaf mark in 49.3.

	Gold	Silver	Bronze	Total
United States -----	12	16	9	37
Russia -----	15	6	12	33
West Germany -----	3	5	2	10
Poland -----	0	4	6	10
East Germany -----	1	1	1	3
Australia -----	1	0	2	3
Finland -----	0	1	2	3
France -----	0	2	1	3
Norway -----	1	1	0	2
Belgium -----	1	1	0	2
Bulgaria -----	1	0	0	1
Sweden -----	1	0	0	1
Romania -----	1	0	0	1
Canada -----	0	0	1	1
Italy -----	0	0	1	1
	<hr/> 37	<hr/> 37	<hr/> 37	<hr/> 111



BILL RAMBORGER AND HIS PUPIL BOB MILTON—Bill Ramborger, one of the USA men's track and field coaches, from South Carolina School for the Deaf is shown congratulating Bob Milton, 17, of Georgetown, South Carolina, for taking the bronze medal in the triple jump at 14.28 meters or 46-plus feet. Alexander Belinski of Russia won this event at 15.02 meters or 49-plus feet. Bob Milton did make the finals in the long jump, but placed fifth at 22 feet, 2 3/4 inches. Alexander Saeviski of Russia was the winner at 7.19 meters or 23 feet, 7 inches for a new Games record.

Curtis Garner, an 18-year-old Mississippi School for the Deaf graduate from Canton, had to prove himself twice in the men's 100-meter dash finals. He had apparently won the event to lead a one-two-three sweep by Americans, but because of a mix-up officials decided to run it again after a Russian runner, Igor Braun, protested that he was not given enough time to compete in the event. The Russian was also competing in the long jump and was not given the chance to leave that event and compete in the race.

Garner won again in the second race in 10.7 tying the Games record, but the second and third positions were different. Gary Namba, a Jap from Seattle, Washington, and a student of Seattle Central Community College, was second in 10.8, followed by John Milford, Gallaudet College's top sprinter from Corde, Georgia, in 10.9.

The Soviet world deaf record holder Valery Lukash finished a badly beaten

fourth in 11.1 and teammate Igor Braun was fifth in 11.2.

This 1-2-3 sweep was the only third time in the 53-year history of the CISS Games. Frenchmen A. Braun, P. Reimund and G. Dupuy did it in 1924, and 41 years later in 1965 at Washington, D.C., Jim Davis of Oakland, California, led USA's first sweep in the 100-meter finals.

And Curtis anchored the USA four-some of himself, Gary Namba, John Milford and Mike Farnady of Buena Park, California that blitzed the field by winning the 400-meter relay in a deaf world record time of 41.1, one second faster than Russia's old mark of 42.1 set in 1969. It was an exhibition of the most beautiful and perfect baton-passing we have ever seen in the World Games.

This is one of 13 global records broken in the track and field of both men and women. The USA athletes also bettered world standards in men's 400 meters, men's discus, women's 1500

meters and women's 1600-meter relay. The Soviets rewrote four world records in pole vault, men's decathlon, women's pentathlon and women's high jump. West Germany women claimed global marks in 400 meters and 400-meter relay, while Nikolai Vassiliev of Bulgaria won the gold medal in the men's high jump at 6 feet, 7-1/2 inches, breaking the previous record by just half an inch set by American Harold Foster at the Malmö Games four years ago.

The legendary 37-year-old Victor Skomorokhov was finally beaten in the 110-meter hurdles after having won three straight titles in this event. Bernard Ruberry, the 6-foot-6 hurdler from Junction City, Kansas, was the winner in 15.9. Skomorokhov was second in 15.9. Ruberry should have run this event in less than 15 seconds, but he hit several hurdles trying to dethrone Skomorokhov. Ruberry did 14.9 at the tuneup meet at Morganton, for a new American Deaf record.

It was a big surprise for us to see the United States finish 1-2-3 in another event, when Drexel Lawson of Minot, North Dakota, led an American sweep in the 400-meter intermediate hurdles. He took a tremendous lead in the race, but fell going over the last hurdle. He still managed to get up and force himself over the finish line to take the gold in 56.9. If it hadn't been for this fall, Drexel would have easily broken the American record of 55.2. Soviet record holder Victor Skomorokhov did not enter this race. There was no explanation why the 37-year-old Russian decided not to compete. Maybe he is too old to run that long distance. He has won this event in 1965, 1969 and 1973, and he set the deaf world record of 51.4 in 1969, a year after placing fifth at the Mexico City Olympics.

This is the first time the USA has ever won a gold in the 400-meter hurdles. The Americans have yet to grab a gold medal in the 10,000 meters, 25-kilometer mini marathon, 3,000-meter steeplechase and decathlon, but they almost did when they won silver medals in those events.

Steve McCalley, 22, of Burbank, California, was expected to grab a gold medal in the 1500 meter finals on the fast artificial surface of Republici Sta-

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WINNER OF TWO GOLD MEDALS—Betsy Bachtel, 18, of Columbus, Ohio, earned two gold medals, by setting a new global record for the deaf in the 1,500 meter run in 4:41.8 and was a member of the world-record winning 1,600 meter relay team. Her performance in the 800 meters was her best and broke an American Deaf mark (2:18.4), but only qualified her for a fifth place. With the memories of the 1977 World Games for the Deaf fresh in her mind, she already is talking about participating in the 1981 Games at Tehran, Iran. "There will be a new event then," Betsy said with a gleam in her eyes—"the 3,000 meter run. I like long distances." Until then the Columbus representative will continue running. She works at Huntington National Bank Computer Center and will attend a small college near her home.

dium, but he was beaten at the finish line by Willy Van Mulders of Belgium, who won in 3:55.8. McCalley was second in 3:56.6. Four years ago Van Mulders and McCalley were second and fourth respectively. Running for the San Fernando Valley Track Club, McCalley last April became the first deaf racer in history to crack 3:50 in the 1,500-meter event, clocking 3:49.5 at the Mt. San Antonio Relays in Walnut Creek, California.

It was tough for us to learn that Alexander Potopalski of the Soviet Union beat America's Lyle Grate in the decathlon in a record-shattering deaf performance. Potopalski, 25, of Kiev, scored 6,309 points in the 10-event competition and Grate, 18, of Lake Andes, South Dakota, won the silver medal with 6,237 points. Both broke the deaf world record of 6,186 points set by Finland's E. Sarrikoski seven years ago.

Grate, who is now at Gallaudet College, led the competition after five events, but bruised his heel in the pole vault, his favored event, and slipped behind. But he still managed to outrun Potopalski on the concluding 1,500-meters, winning the heat by five meters.

Who were the outstanding male and female track athletes of the XIII Games? They were Leo Bond III of St. Paul, Minnesota, and Nina Ivanova of Russia. Both earned three gold medals each.

The 22-year-old Bond, who competed for the College of South Idaho the last two years, became the first athlete to have won 400-800 double two consecu-

tive times and set global records both times. He clocked a world class time of 47.0 flat to win the 400-meter dash. Previously he raced to a record clocking of one minute, 49.7 seconds in the 800-meter run, thus becoming the first deaf runner to run less than 1:50. The long-striding racer led all the way in registering this brilliant time. The silver medalist was Willy Van Mulders of Belgium who clocked 1:15.6, well under Bond's old WGD record of 1:53.2.

In our opinion, Nina Ivanova, now 30 years old, is the greatest deaf female athlete of all time in WGD. She started her first World Games competition in 1965 and since then she has won 11 gold medals and one bronze. At the Bucharest Games, Ivanova won her first gold medal by taking the long jump at 18 feet, 6-1/2 inches for a new Games record, then won her second gold medal of the Games by taking the women's pentathlon with a world record total of 3,622 points, and grabbed her third gold medal by winning the 100-meter hurdles in 14.9.

The World Games weren't without controversy. Melanie McNulty, one of the coaches of women's track and field team, filed a protest after the 1,500-meter run for women because Raisa Iaksterkina of Russia shoved and spiked Betsy Bachtel of Columbus, Ohio, on the final lap of the race. Mrs. McNulty made her appeal despite advice from

USA coaches that "there was little chance to win." In spite of what they say about the deaf language being universal, there are differences according to Melanie. She couldn't get any of the meet officials to understand her. So she got \$10.00 out of her purse—the fee for filing a protest—and got an interpreter to go with her to file the complaint. Guess what? We won it and the \$10.00 was returned to Melanie.

Betsy Bachtel won the 1,500-meter run in the world record time of 4:41.8. The previous time was 4:43.4, set by Rita Windbrake of West Germany in the 1973 Malmö Games. Windbrake finished second in 4:43.8. The race was actually won by the Russian runner, but she was disqualified. Bachtel led the first three laps of the race, but on the gun lap, Raisa Iaksterkina started around Bachtel and cut in front of her, stepping on Bachtel's ankle and spiking her. Bachtel had to regain her composure while the Russian runner crossed the finish line at 4:30.0.

An hour later Betsy Bachtel ran on the winning world-record breaking 1600-meter relay—and that really topped off a beautiful day for her. Naturally we were glad for Betsy as she was the most hardest and dedicated worker on the USA women's track and field team. Betsy, by the way, was the only American female athlete to win two gold medals in track and field.

POSITION OPEN

KENDALL DEMONSTRATION ELEMENTARY SCHOOL Gallaudet College

The Kendall Demonstration Elementary School is a flexible 12-month program for hearing-impaired children which includes developmental and research components. Excellent salary and benefits. Skill in or willingness to learn manual communication required of all personnel. Gallaudet College is an Equal Opportunity Employer/Educational Institution.

DIAGNOSTIC/PRESCRIPTIVE CLASSROOM TEACHER

REQUIRED QUALIFICATIONS:

- M.A. or above in Education of the Deaf or Learning Disabilities
- A minimum of 3 years experience in Diagnostic, classroom and/or clinical setting with multi-handicapped deaf children of various ages
- Demonstrated ability to work as team member
- CED or appropriate certification
- Skill in manual communication

PREFERRED QUALIFICATIONS:

- Demonstration of supervisory and organizational management skills
- Training in differential diagnosis

RESPONSIBILITIES:

- Serve as coordinator for all activities and personnel involved in the diagnostic classrooms
- Perform Diagnostic/Academic screening and evaluations for referred students enrolled in KDES as well as for newly accepted admissions applicants to determine:
 - (a) learning styles
 - (b) rate of learning
 - (c) skill strengths and weaknesses
 - (d) modality needs
 - (e) curricula goals
- Observation of children in classroom and other relevant school activities for information gathering
- Plan prescriptive educational packages for individual children
- Prepare reports as appropriate
- Provide in-service training for teachers in using diagnostic/prescriptive information
- Participate in staffings, department and faculty meetings
- Design assessment items related to the KDES Curriculum Guide

STARTING SALARY RANGE: \$14,378 - \$19,277

POSITION AVAILABLE: January 3, 1978

APPLICATION DEADLINE: December 15, 1977

Applicants should send a letter of intent, resume, and transcripts of academic record as well as three letters of reference to:

Dr. Robert R. Davila, Director
Kendall Demonstration Elementary School
Gallaudet College
Kendall Green
Washington, D. C. 20002
(202) 447-0561

The biggest surprise in track and field was **Karen Tellinghuisen**, 18, of Falconer, New York, who won the gold medal in the javelin at 127 feet 3 inches for a new Games record. The biggest disappointment was the inability of our javelin ace **Craig Healy**, 25, who recently got his M.A. degree in education at CSUN, to win a gold medal at Bucharest. He set a deaf world record of 232 feet 2 inches in 1974 and no other silent sportsman has come near that mark. Victor Zaugolnov of Russia was the winner at Bucharest with 210 feet, while Healy placed third at 203 feet 3 inches. And we were surprised because **Scott Stephens** of Bakersfield, California, and **Mike Ritter** of Charlottesville, Virginia, did not place 1-2 in the pole vault, but we were not surprised when **Jeff Holcomb** of Bettendorf, Iowa, took the gold in the discus, as he was state high school champion in the discus when he prepped at Bettendorf High School. Now a CSUN student after having attended NTID, Jeff set a world record distance of 153 feet 10 inches. He broke the previous record by an inch on his final throw.

What pleased us most was that we got a medal or two for the first time in the 25-kilometer marathon when **Leonard Hall** of Olathe, Kansas, and **Davil Gurley** of Meredosia, Illinois placed second and third respectively. Now we have yet to



SO COOPERATIVE AND REALLY WORKED HARD—Annie Taylor, 17, of Memphis, Tennessee, set her own American Deaf record in winning the silver at 1.62 meters or 5 feet, 3 3/4 inches. A 5-foot-8 jumper, Annie first smashed the American mark at 5 feet, 2 1/4 inches at the Morgantown Tune-Up Meet. She seldom shows much emotion, but she really beamed when they put the silver medal around her neck. Naturally we all were proud of her. Annie is now a senior at the Tennessee School for the Deaf. The defending champion, **Tatiana Smirnova**, 34, of Russia set a new world record in this event at 1.65 meters or 5 feet, 5 inches in winning the gold medal.

win a medal in 5,000 meters, even though **Tom Bachtel**, a recent graduate of Otterbein College from Columbus, Ohio, and brother of gold medalist Betsy, missed

it by placing fourth. Also we have yet to earn a medal in the 20-kilometer walk even though **Greg Warren** of Goshen, New York did very well by placing sixth in 1 hour 52 minutes and 13.8 seconds for a new American Deaf mark.

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PSYCHOLOGIST

REQUIRED QUALIFICATIONS:

- 1) M.A. or Ph.D. in Educational or Clinical Psychology
- 2) 3 years experience in psycho-diagnostic testing and projective testing
- 3) Experience in evaluating hearing impaired children
- 4) Experience with children age—infant—15 years
- 5) Certification in school/clinical psychology (APA and/or State)

PREFERRED QUALIFICATIONS:

- 1) Knowledge of manual communication
- 2) Experience as member of a diagnostic team
- 3) Experience in counseling families

RESPONSIBILITIES INCLUDE:

- 1) Establish and monitor a psychological testing program for all students enrolled in KDES. Testing will include: visual-motor integration, visual perception, intellectual functioning, academic achievement, projective measures
- 2) Serve as member of diagnostic/prescriptive classroom team to assist in assessing and making prescriptive plans regarding: skill development needs, learning style, rate of learning, social personal adjustment needs
- 3) Supervise standardized academic achievement testing
- 4) Provide inservice training for teaching faculty regarding the psychological testing program.
- 5) Serve as member of admissions assessment team to evaluate prospective candidate for KDES
- 6) Participate in admissions and in-house staffings
- 7) Prepare reports of diagnostic findings and prescriptive recommendations
- 8) Perform counseling for students and/or families who have been identified as having learning, behavior, or other deafness-related problems
- 9) Assist in assessment and treatment of student's general mental health needs

STARTING SALARY RANGE: \$14,378 - \$19,277

POSITION AVAILABLE: Immediately upon completion of screening and selection process

APPLICATION DEADLINE: December 15, 1977

Applicants should send a letter of intent, resume, and transcripts of academic record as well as three letters of reference. Send all this information to:

Dr. Robert R. Davila, Director
Kendall Demonstration Elementary School
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(202) 447-0561

MEN'S TRACK AND FIELD

100-Meter Dash (Finals)

1) Curtis Garner (USA), 10.7 (Ties Games Record); 2) Gary Namba (USA), 10.8; 3) John Milford (USA), 10.9; 4) Valeri Lukash (Russia), 11.1; 5) Igor Braun (Russia), 11.2; 6) Vesa Hannu (Finland), 11.3; 7) Steffan Raswig (West Germany), 11.4. (Giuseppe Sciarafa (Italy) scratched.)

200-Meter Dash (Finals)

1) John Milford (USA), 21.7; 2) Drexel Lawson (USA), 22.2; 3) Valeri Lukash (Russia), 22.3; 4) Alexander Jeludkov (Russia), 22.3; 5) Stanislaw Krawsz (Poland), 22.4; 6) Jean Landais (France), 22.5; 7) Dennis Simpson (USA), 22.5; 8) Jerzy Bardnarczuk (Poland), 22.7.

400-Meter Dash (Finals)

1) Leo Bond III (USA), 47.0 (NEW WORLD RECORD); 2) Drexel Lawson (USA), 48.2; 3) Giuseppe Sciarafa (Italy), 48.4; 4) Michael Farnady (USA), 49.7; 5) Jurgen Schuster (West Germany), 50.4; 6) Pawel Gajdowski (Poland), 51.0; 7) Jan Wozniak (Poland), 51.8; 8) Heiko Heitmann (West Germany), 52.8.

800-Meter Run (Finals)

1) Leo Bond III (USA), 1:49.7 (NEW WORLD RECORD); 2) Willy Van Mulders (Belgium), 1:50.6; 3) Vasili Chekin (Russia), 1:52.4; 4) Paul Landry (Canada), 1:52.7; 5) Lech Wisniewski (Poland), 1:53.4; 6) Gregory Rohlfing (USA), 1:56.3; 7) Alexei Eriskin (Russia), 1:57.8. (Alexander Jeludkov (Russia) abandoned.)

(Dan Huskerson of USA placed third in 1:57.4 in Heat II and failed to qualify for the finals.)

1,500-Meter Run (Finals)

1) Willy Van Mulders (Belgium), 3:55.8; 2) Steve McCalley (USA), 3:56.6; 3) Lech Wisniewski (Poland), 3:57.4; 4) Thomas Bachtel (USA), 3:58.0; 5) Paul Landry (Canada), 3:59.2; 6) Boris Kozlov (Russia), 3:59.2; 7) Alexei Eriskin (Russia), 4:02.5. (Vasili Chekin of Russia did 3:56.7, good for third place, but was disqualified.)

(Dan Huskerson of USA placed sixth in 4:09.6 in Heat II and failed to qualify for finals.)

5,000-Meter Run (Finals)

1) Boris Kozlov (Russia), 14:56.6; 2) Timo Karvonen (Finland), 14:57.2; 3) Piotr Murstin (Russia), 14:57.6; 4) Thomas Bachtel (USA),



MISSED GOLD MEDAL BY JUST AN INCH— Dan Fitzpatrick, 21-year-old Gallaudet College student from Custer Park, Illinois, nevertheless was pleased when he took the silver medal in the shot put at 49 feet, 8 inches or 15.14 meters for a new American Deaf record. Defending champion and world record holder, Bo-Goren Henriksson, 30, of Sweden won his third consecutive title with a toss of 49 feet, 9 inches or 15.16 meters.

15:04.8; 5) Jean Reby (Belgium), 15:14.2; 6) Gregory Frick (USA), 15:17.2; 7) Leonard Hall (USA), 15:28.4; 8) Jerzy Smistek (Poland), 15:42.2.

10,000-Meter Run (Finals)

1) Piptr Murzin (Russia), 31:26.6; 2) Steve McCalley (USA), 31:28.6; 3) Boris Kozlov (Russia), 31:31.2; 4) Leonard Hall (USA), 31:35.6; 5) Timo Karvonen (Finland), 32:04.6; 6) Jean Reby (Belgium), 32:20.4; 7) Theophile Cristiaens (Belgium), 32:26.2; 8) Pauli Savolainen (Finland), 32:37.0.

(Craig Pate of USA was 14th in 35:37.6.)

25-Kilometer Mini Marathon

1) Piotr Murzin (Russia), 1h:28:13.8; 2) Leonard Hall (USA), 1h:28:55.2; 3) David Gurley (USA), 1h:29:08.8; 4) Satish Kumar (India), 1h:31:07.0; 5) Brian O'Grady (Ireland), 1h:32:25.2; 6) Franz Munzberger (East Germany), 1h:32:43.6; 7) Gregory Frick (USA), 1h:33:41.8; 8) Gregory Warren (USA), 1h:34:06.0. (Craig Pate of USA was 10th in 1h:39:49.4.)

110-Meter Hurdles (Finals)

1) Bernard Ruberry (USA), 15.8; 2) Viacheslav Skomorokhov (Russia), 15.9; 3) Donovan Cooper (Canda), 16.0; 4) Michael Paulone (USA), 16.2; 5) Francois Gerard (France), 16.2; 6) Mark Bower (USA), 17.4; 7) Michael Hoopell (Australia), 19.7.

400-Meter Intermediate Hurdles (Finals)

1) Drexel Lawson (USA), 56.9; 2) Bruce Reid (USA), 57.0; 3) Leroy Martin (USA), 58.8; 4)

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Heiko Heitmann (West Germany), 59.0; 5) Gerard Francois (France), 60.4. (Viacheslav Skomorokhov did not enter in this race.)

3,000-Meter Steeplechase (Finals)

1) Wilfried Zapfe (East Germany), 9:16.6; 2) Thomas Bachtel (USA), 9:27.0; 3) E. John Hunter, Jr. (USA), 9:32.8; 4) Jan Trojnar (Poland), 9:34.4; 5) Mihai Gaes (Romania), 9:50.0

4x100-Meter Relay (Finals)

1) USA (John Milford, Gary Namba, Michael Farnady, Curtis Garner), 41.1 (NEW WORLD RECORD); 2) Poland, 43.2; West Germany, 43.8; 4) Romania, 44.9. France abandoned. Russia disqualified.

4x400-Meter Relay (Finals)

1) USA (Michael Farnady, Gregory Rohlfing, Leo Bond III, and Drexel Lawson), 3:18.0; 2) Poland, 3:25.0; 3) West Germany, 3:29.0; 4) Romania, 3:37.5. Russia disqualified.

20-Kilometer Walk on Road

1) Gheorghe Vadariu (Romania), 1h:38:39.6; 2) Gerhard Sperling (East Germany), 1h:40:08.0; 3) Josef Barbuzyński (Poland), 1h:40:52.0; 4) Ion Cocerhan (Romania), 1h:45:02.0; 5) Edmund Polejko (Poland), 1h:47:55.0; 6) Gregory Warren (USA), 1h:52:13.8 (NEW AMERICAN RECORD); 7) Stanislaw Barbuzyński (Denmark), 1h:57:44.6. (Victor Demanov of Russia and Angelo Congiusta of Italy abandoned.)

Decathlon

1) Alexander Potopalski (Russia), 6,309 points (NEW WORLD RECORD); 2) Lyle Grate (USA), 6,237 points (NEW AMERICAN RECORD, also bettered global standard); 3) Vesa Hannu (Finland), 5,923 points; 4) Jurgen Reppel (East

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Germany), 5,831 points; 5) Rich Carrus (USA), 5,779 points; 6) Wallace Hughes, Jr. (USA), 5,760 points; 7) Andrej Podwiazka (Poland), 5,430 points; 8) Michel Gascard (West Germany), 5,314 points.

High Jump (Finals)

1) Vassiliev Nikolai (Bulgaria), 2.02 meters (6 feet, 7 1/2 inches), (NEW WORLD RECORD); 2) Alexander Saevski (Russia), 1.99m (6-6 1/4); 3) Frank Duchini (USA), 1.93m (6-4); 4) Jean Calas (France), 1.90m; 5) Willie Green (USA), 1.85m (6-3/4); 6) Andrew Helm (USA), 1.85m; 7) Jean Zanin (France), 1.85m; 8) Ireneusz Wuczynski (Poland), 1.06m.

Long Jump (Finals)

1) Alexander Saevski (Russia), 7.19 meters (23-7), NEW GAMES RECORD; 2) Igor Braun (Russia), 7.08m (23-2); 3) Tapio Laine (Finland), 7.00m (22-11 1/2); 4) Vesa Hannu (Finland), 6.97m; 5) Robert Milton (USA), 6.90m (22-2 3/4); 6) Alexander Belinski (Russia), 6.67m; 7) Alexander Muresan (Romania), 6.61m; 8) Arlan Howard (USA), 6.50m (21-4). (Terrence Berri-gan of USA placed 13th at 6.26 meters (20-6 1/2) and was eliminated for finals.)

Triple Jump (Finals)

1) Alexander Belinski (Russia), 15.02m (49+ feet); 2) Alexander Saevsky (Russia), 14.39m (47+ feet); 3) Robert Milton (USA), 14.28m (46+ feet); 4) Irene Wuczynski (Poland), 13.77m; 5) Terrence Berrigan (USA), 13.66m (44+ feet); 6) Donovan Cooper (Canada), 13.64m. (Ryszard Zapala of Poland and Vassiliev Nikolai of Bulgaria were unsuccessful in all jumps. Andrew Helm, too, in the prelim. He's from USA.)

Pole Vault (Finals)

1) Vladimir Krejduinov (Russia), 4.30m (14-1 1/4) (NEW WORLD RECORD); 2) Michel Chanard (France), 4.00m (13-1 1/2); 3) Michael Ritter (USA), 3.90m (12-9 1/2); 4) Scott Stephens (USA), 3.70m.

Shot Put (Finals)

1) Bo-Goren Henriksson (Sweden), 15.16m (49 feet, 9 inches); 2) Dan Fitzpatrick (USA), 15.14m (49-8) (NEW AMERICAN RECORD); 3) Valentin Egorov (Russia), 14.76m (48-6); 4) Mark Myers (USA), 14.22m (46-7 3/4); 5) Victor Zaigolnov (Russia), 12.91m; 6) Prosper Goethols (Belgium), 11.72m; 7) Stefan Krywalski (Poland), 11.37m; 8) Niasar-Mostafa Najafi (Iran), 10.23m.

Discus (Finals)

1) Jeffrey Holcomb (USA), 46.90m (153 feet, 10 inches) (NEW WORLD RECORD); 2) Brian Sheehy (USA), 46.00m (150-11); 3) Valentin Egorov (Russia), 45.36m (148-+); 4) Dan Fitzpatrick (USA), 43.00m (141-+); 5) Victor Zaigolnov (Russia), 40.90m; 6) Bo-Goren Henriksson (Sweden), 39.38m; 7) Roberto Marquez (Mexico), 38.12m; 8) Ole Artmann (Denmark), 37.26m.

Hammer Throw (Finals)

1) Olaf Garberg (Norway), 48.16m (158+ feet) (NEW GAMES RECORD); 2) Michel Guillot (France), 47.74m; 3) Stefan Krywalski (Poland), 46.86m; 4) Olivian Staicu (Romania), 46.20m; 5) Jeffrey Holcomb (USA), 45.60m (149+); 6) Brian Sheehy (USA), 44.86m (147+); 7) Iulian Avram (Romania), 40.18m.

Javelin (Finals)

1) Victor Zaigolnov (Russia), 64.00m (210 feet) (NEW GAMES RECORD); 2) John Solem (Norway), 62.42m (204+); 3) Craig Healy (USA), 62.26m (203+); 4) Werner Wennerstrom (Norway), 61.74m; 5) Jackie Swofford (USA), 58.90m (193+); 6) Tore Solem (Norway), 56.80m; 7) Jeffrey Holcomb (USA), 56.06m (184+); 8) Jürgen Schulze (West Germany), 55.50m.

WOMEN'S TRACK AND FIELD

100-Meter Dash (Finals)

1) Alexandra Jarova (Russia), 12.5; 2) Marina Mitschke (West Germany), 12.5; 3) Sharon Gargan (Australia), 12.6; 4) Michele Dabat (France), 12.6; 5) Liubov Katanskaja (Russia), 12.6; 6) Jolanta Zurawska (Poland), 12.8; 7) Barbara Smith (USA), 12.8; 8) Barbara Kruger (West Germany), 13.1 (She did 12.9 in semifinals).

(Gloria Moton did 13.0 in semifinals placing 6th, and Sherry Barnett did 13.1 in semifinals also placing 6th, and both were eliminated for the finals.)

200-Meter Dash (Finals)

1) Sharon Gargan (Australia), 25.8; 2) Marina Mitschke (West Germany), 25.9; 3) Liubov Katanskaja (Russia), 26.0; 4) Alexandra Jarova (Russia), 26.0; 5) Renonia Greer (USA), 26.1; 6) Sherry Barnett (USA), 26.2; 7) Heather Gibson (Canada), 26.8; 8) Dorte Wacker (West Germany), 28.7.

(Sharon Gargan of Australia did 25.2 in Heat I; Sherry Barnett of USA did 25.6 in Heat I for a NEW AMERICAN RECORD; Renonia Greer did 25.8 in Heat II, and Sandra Phillips of USA did 26.7 in Heat III and was eliminated.)

400-Meter Dash (Finals)

1) Rita Windbrake (West Germany), 56.6 (NEW WORLD RECORD); 2) Halina Zawadzka (Poland), 56.6, also bettered global record; 3) Sharon Gargan (Australia), 56.8, also bettered global record; 4) Louise Hudson (USA), 57.1 (NEW AMERICAN RECORD, also bettered global mark of 57.7 set in 1969); 5) Raisa Iaksterkina (Russia), 59.1; 6) Sandra Phillips (USA), 60.0; 7) Natalia Silaeva (Russia), 60.7; 8) Ivanova Sabka (Bulgaria), 64.5.

(Sharon Banks of USA did 61.3 in semifinals but was eliminated.)

800-Meter Run (Finals)

1) Rita Windbrake (West Germany), 2:11.6 (NEW GAMES RECORD); 2) Halina Zawadzka (Poland), 2:11.7; 3) Raisa Iaksterkina (Russia), 2:13.6; 4) Natalia Silaeva (Russia), 2:18.2; 5) Betsy Bachtel (USA), 2:18.4 (NEW AMERICAN RECORD); 6) Ursula Jonska (Poland), 2:23.2; 7) Florentina Gheorghe (Romania), 2:25.9; 8) Paraschiva Balan (Romania), 2:25.9.

(Mary Edwards of USA did 2:29.1 in semifinals for her best time but was eliminated.)

1,500-Meter Run (Finals)

1) Betsy Bachtel (USA), 4:41.8 (NEW WORLD RECORD); 2) Rita Windbrake (West Germany), 4:43.8; 3) Halina Zawadzka (Poland), 4:57.5; 4) Paraschiva Balan (Romania), 4:57.6; 5) (Eu-

genia Mocofan (Romania) abandoned. Raisa Iaksterkina (Russia) disqualified.)

100-Meter Hurdles (Finals)

1) Nina Ivanova (Russia), 14.9; 2) Ann Reifel (USA), 15.7; 3) Nina Lomakina (Russia), 15.8; 3) Patricia Duncan (USA), 16.7; 5) Lucinda O'Grady (USA), 17.2. (Janina Struzyna of Poland and Michele Dabat of France abandoned.)

4x100 Meter Relay (Finals)

1) West Germany (Barbara Kruger, Marina Mitschka, Rita Windbrake and Fabriele Lehmschlöter), 48.8 (NEW WORLD RECORD); 2) USA (Barbara Smith, Renonia Greer, Gloria Moton and Sherry Barnett), 49.3 (NEW AMERICAN RECORD); 3) France, 49.8; 4) Poland, 51.4.

4x400 Meter Relay (Finals)

1) USA (Betsy Bachtel, Sandra Phillips, Sharon Banks and Louise Hudson), 3:59.0 (NEW WORLD RECORD); 2) West Germany, 4:05.2; 3) Poland, 4:08.2; 4) Romania, 4:12.7.

Pentathlon

1) Nina Ivanova (Russia), 3,592 points (NEW WORLD RECORD); 2) Ann Reifel (USA), 3,386 points (NEW AMERICAN RECORD); 3) Nina Lomakina (Russia), 3,303 points; 4) Gabriele Lehmschlöter (West Germany), 3,258 points; 5) Petra Steltzer (East Germany), 2,937 points; 6) Elizabeth Fiels (USA), 2,429 points.

High Jump (Finals)

1) Tatiana Smirnova (Russia), 1.65m (5 feet, 5 inches), (NEW WORLD RECORD); 2) Annie Taylor (USA), 1.62m (5-3 3/4); 3) Elena Slukala (Russia), 1.53m (5-1/4); 4) Gabriele Lehmschlöter (West Germany), 1.53m; 5) Atsuko Yoshida (Japan), 1.53m; 6) Kazuyo Hakai (Japan), 1.50m; 7) Ann Reifel (USA), 1.40m; 8) Silvie Rochetts (France), 1.40m; 9) Elizabeth Fields (USA), 1.40m.

Long Jump (Finals)

1) Nina Ivanova (Russia), 5.65m (18 feet, 6

1/2 inches), (NEW GAMES RECORD); 2) Elena Kladieva (Russia), 5.55m (18-2 1/2); 3) Renonia Greer (USA), 5.50m (18-1/2); 4) Barbara Kruger (West Germany), 5.34m; 5) Marina Mitschke (West Germany), 5.29m; 6) Marianna Atenasova (Bulgaria), 5.20m; 7) Atsuko Yoshida (Japan), 5.08; 8) Ann Reifel (USA), 4.89 (16-1/2). (Mary Edwards of USA was 9th at 4.89 meters in the preliminary and was eliminated.)

Shot Put (Finals)

1) Olga Gledina (Russia), 13.26m (43 feet, 6 inches); 2) Ann Reifel (USA), 12.24m (40-2); 3) Faina Semensova (Russia), 12.09m (39-8); 4) Veturia Jakab (Romania), 11.86m; 5) Marianna Formejster (Poland), 11.13m; 6) Elisabeta Balala (Romania), 11.08 meters; 7) Inge Siegel (East Germany), 10.93m; 8) Elizabeth Fields (USA), 10.73m (35-2 1/2).

(Gerry Turner of USA did not show up for the preliminaries and was eliminated for the finals.)

Discus (Finals)

1) Olga Gledina (Russia), 46.46m (152+ feet); 2) Faina Semensova (Russia), 38.28m (125+); 3) Inge Siegel (East Germany), 33.80m; 4) Mirosława Buderacka (Poland), 32.12m; 5) Elizabeth Fields (USA), 32.10m (105+); 6) Cristina Parry (Italy), 32.00m; 7) Marianna Formejster (Poland), 31.26m; 8) Gerry Turner (USA), 30.76m (100+).

(Patti Ferebee of USA was 10th at 29.20 meters.)

Javelin (Finals)

1) Karen Tellinghuisen (USA), 38.78m (127 feet, 3 inches) (NEW GAMES RECORD); 2) Monika Laux (West Germany), 38.18m (125-3); 3) Mirosława Buderacka (Poland), 37.46m; 4) Lidia Kania (Poland), 35.40m; 5) Valerie Dively (USA), 34.44m; 6) Marianna Formejster (Poland), 34.00m; 7) Elisabeta Bella (Romania), 25.30m; 8) Veturia Jakab (Romania), 20.80m.

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UPDATE: Role Model Project

In the January issue of *THE DEAF AMERICAN* I appealed to readers to participate in a role model project I am working on. As I explained previously, I feel that such a material would be very useful as a teaching and counseling aid for professionals working with hearing impaired people.

Originally, I began this project in conjunction with course work towards my master's degree in Deaf Education at New York University. The idea was largely the result of frustration I had experienced previously as a teacher in the field unable to provide what I felt were adequate role models for the children and parents I worked with.

Since its onset, this project has evolved into a much larger endeavor than I'd envisioned at first, bringing me to the point of this article. At this time I wish to report the progress I have made as well as update what I hope further to achieve.

Specifically, the material I am preparing and hope to publish is a set of posters depicting deaf and hard of hearing workers "on the job" in various occupations—encompassing a variety of professions, skilled, semiskilled and non-skilled jobs. Each poster contains several photographs of a hearing impaired person at work. Printed on the back of the poster is a brief description of what the person's job entails, his background education and training as well as a little bit of biographical information. A companion manual will include additional biographical information, suggested methods of using this material (including sample lesson plans) and a listing of supplemental resources which might be of use.

I am aware that several very successful manuals and books like *Twelve Deaf Americans* have been published; however, I feel that my file with its rather different content and format will be more readily adaptable to a wider variety of uses. It could be used by teachers and counselors in their work with parents of deaf children as well as with deaf children and young adults themselves. Rehabilitation counselors could use this material with their clients and with prospective employers.

Hopefully, the exemplary deaf people participating in this file will awaken parents of deaf children to the vast variety of achievement deaf people have obtained when equipped with the necessary education, skills and training.

This file will also provide a source of strong role models with whom deaf children and young adults may identify. At the same time it will offer very tangible motivation to obtain the education necessary for the occupations they may be considering.

Finally, I hope to provide counselors and other professionals involved in job development and job placement with a teaching aid which will be useful with potential employers. This file could be used successfully in the process of educating employers about the capabilities of deaf workers and what these workers have to offer a given company. Counselors might also use this file as a means of evaluating client interest in certain occupational areas or as a means of impressing upon their clients that different types of training are necessary in order to perform various jobs.

Since the appearance of my letter in January, I have gathered pictures and biographical information about deaf adults working in numerous areas. Among the occupations which are represented in this file at the present time are: chemists, clerical workers, teachers and teacher assistants, an owner and operator of an auto transmission shop, maintenance men, janitors, a manicurist, a cafeteria worker, a sculptor, a poet and public relations person, an insurance salesman, a rehabilitation counselor, a customer service representative, college instructors, an occupational therapist, a computer drafter, an associate professor/counselor, a portrait artist, a key-punch operator, a dock worker and the executive secretary of the National Association of the Deaf. These people are dispersed geographically—including residents of New York, New Hampshire, New Mexico, Ohio, Minnesota, Michigan, Maryland, Missouri, Rhode Island, California and North Carolina.

Participants have been located in a variety of ways. Some people have been contacted through deaf clubs, a few were members of the Oral Deaf Adults Section, others were featured in issues of NTID's *FOCUS*; many were met through personal contacts and of course there were many members of NAD. I have contacted the Gallaudet College Alumni Association. Suggestions of additional organizations which might be of help are welcome.

Currently, I am in the process of investigating possible ways of obtaining financial assistance which would make it possible for me to complete this project more quickly. If anybody is aware of grants or other sources to which I might apply, I would welcome such information.

While the response I have received has been splendid, I hope to hear from many more people. There are so many occupational fields for which I have no representative yet—many medical and health-related fields (dentists, lab technicians), legal, educational (administrative jobs), factory (including foremen and assembly line workers), agricultural, areas of the arts, businesses (employing or owned by deaf people), mechanics, electricians, plumbers, painters, postal

workers, architects, laborers, etc. The list is endless. I would hope to contact people in all of these professions as well as all of those which I have failed to mention. At this stage of the project I am also hoping that more minority deaf adults will volunteer to participate.

I want to thank the readers of *THE DEAF AMERICAN* and Dr. Frederick C. Schreiber in particular for all of the help they have lent me thus far with this project. I appeal to those of you who may have missed my previous letter, or who have been putting off responding to it, to help me now with this project. If you live outside of the New York City area, it will involve your sending me information about your job, job training and experience, your hobbies, a short biographical sketch and a black and white negative of yourself "on the job." I will have an 8-by-10 inch print made from the negative and will return your negative as promptly as possible. I will then mount this print on mat board and put the pertinent information about you and your job on the back of this mounting. If you are lucky enough (?) to live within the New York City area, I would prefer to visit you on the job and photograph you myself because then I am assured of getting several pictures to use on the poster about you. Finally, I will need to have you and in the instance where there is a third person who is the photographer, that photographer also, sign release forms so that there will not be any legal problems publishing the pictures (of course the photographer would receive credit for his work).

If you are willing to participate in this project, or if you have any further questions about it, please do not hesitate to write to me (include your name and address please!). I will be more than happy to answer any questions and I welcome fully any suggestions you may have. —Mrs. Lark Dickstein, 466 Jefferson Avenue, Staten Island, New York. 10306.

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CHECKMATE!

By
"Loco" Ladner

World Team Championship In 1978

The German Sports Union of the Deaf will sponsor the 8th World Team Championship of the Deaf in the town of Oberstdorf, West Germany, May 14-28, 1978. At the same time the XIV Congress of the International Committee on Silent Chess (ICSC) will conduct its business meetings.

Oberstdorf is located amid the Allgau Alps near the Austrian border and thus presents a spectacular and awesome panorama of mountains on all sides. It is a noted ski resort with chairlifts and facilities for such recreations as hiking, mountain climbing, etc. It is within easy reach by car or auto from Munich, Stuttgart, Ulm and Augsburg. Munich is the nearest large city with full airport facilities and in itself is well worth a day or two for visiting.

The cost for participants and visitors range from 55 DM (\$24.75) per day per person in a hotel; 50 DM (\$22.50) in an inn or 45 DM (\$20.25) in a pension. The price includes lunch and dinner, surf bathing, hikes, tours and the final performance which is probably a dinner at which the chess trophies are awarded and probably includes entertainment. So the total cost per person for 14 days will range from \$300 to \$350 depending on choice of lodging.

The NAD Committee on Silent Chess is in the process of selecting a team of five (four regulars and an alternate). It is a difficult task due to various factors such as playing strength, availability of time and the lack of any financial sponsor. There are about a dozen deaf players to evaluate but not all of these are able to go if selected on the team. We hope to accomplish the makeup by January since the deadline for registration of the team is March 1 and the deadline for lodging is December 31. Most teams in Europe are sponsored by their respective national chess organization. Our team entry fee will be paid by the NAD Chess Committee but each chosen player will have to pay his or her own travel and lodging expenses.

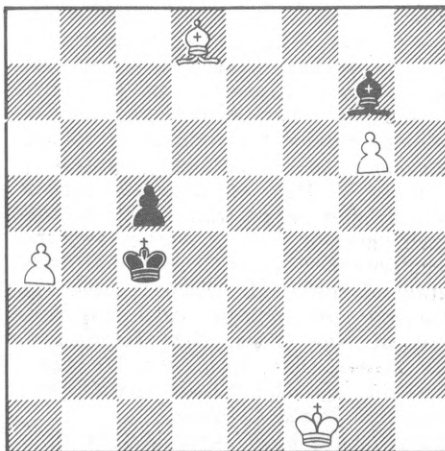
As our readers are aware, the United States became a member of the ICSC in 1976 and your Chess Editor represented the U.S. at the World Individual championship in Bilbao, Spain. Now we are hoping to send an American team for another first. Bulgaria won the team title in 1974 and is the favorite to repeat. A total of 21 countries are members, with Iceland the latest to join. Surprisingly, Russia is not a member.

If any organization or individual wishes to make a donation on behalf of the

American team, the NAD Chess Committee will appreciate receiving it and will acknowledge with a receipt. All donations will be applied to team expenses in proportion to each player's needs.

Answer for chess ending in last Checkmate: 1. R-QR1, QP becomes Queen; 2. R-R7 ch KxP; 3. P-B8 becomes Knight, K-B3; 4. P-N5 checkmate.

Here is another ending composed by Reti. It is simple but neat. White to move and win. White moves up the board.



Jones Is IAD Champion

H. Wallace Jones of Aurora, Illinois, won the chess championship sponsored the Illinois Association of the Deaf last June. His score of 4-1 was matched by Alex Ivancich of Chicago but Jones won on tie-breaking points. He also directed the tournament. Other players were Eric Spanbauer, Bob McMahon, Gerald K. Gushleff and Pat Fitzpatrick.

Breckner Wins In California

Terry Breckner of Newark, California, won the chess championship of the California Association of the Deaf on September 3. He defeated Rocky Butler of Huntington Beach, California. Third place will go to either Samuel Dorsey or Ron Bagby, both of whom drove all the way from Missouri and will play off on the way back, we presume. Former champion Bob Skinner lost to Breckner in the second round. Other players were Oliver Sandager, Guillermo Miranda and Eddie Jauregui. Emil Ladner directed the tournament assisted by Einer Rosenkjar. Both are former champions who decided to leave the mental jousting to younger players.

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ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville, Md. 20850
Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

HUBER HEIGHTS CHURCH OF CHRIST
4925 Fishburg Rd., Dayton, Ohio 45424
Signed Bible Classes and Worship Services
Bible Classes-Sunday 9:30 a.m.; Wednesday 7:30 p.m.; Worship Services-Sunday 10:30 a.m. and 6:00 p.m.

FAITH CHURCH
A United Church of Christ
23W371 Armitage Ave., Glen Ellyn, Ill. 60137
Service at 10:30 each Sunday
Minister: Rev. Gerald W. Rees

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Bellamy H. Perkins, Deaf Minister
Three Hearing Interpreters
Funerals, weddings, counseling, Minister available for services in your town. Deaf chapel separate from hearing. Minister available to help you.
Visitors warmly welcome.

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Maywood, California 90270
Sunday class 9:30 a.m., Worship service 10:30 a.m., 6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity
Worship, 11:00; Evening Service, 7:00.

When in Idaho, visit . . .
TWIN FALLS CHURCH OF CHRIST
2002 Filer Avenue East, Twin Falls, Idaho
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

Episcopal

ST. AGNES' MISSION FOR THE DEAF
Each Sunday, 12 noon, at
St. Philip's Episcopal Church
Dennison Ave. & West 33rd St.,
Cleveland, Ohio
Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES
Welcomes you to worship with us at any of our 75 churches across the nation.
For information or location of the church nearest you, consult your telephone directory or write to:

Robert Cunningham
Executive Secretary
556 Zinnia Lane
Birmingham, Alabama 35215

ST. MARK'S EPISCOPAL MISSION FOR THE DEAF
Second Sunday each month, 7:00 p.m., at the Episcopal Church of Saint Mark the Evangelist.

1750 East Oakland Park Boulevard
Fort Lauderdale, Florida 33334
The Reverend Charles Folsom-Jones, Pastor
TTY 305-563-4508

When in Denver, welcome to
ALL SOULS MISSION FOR THE DEAF—ST. MARK'S EPISCOPAL
1160 Lincoln St., Denver, Colorado
Tel. 534-8678

Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday night, 7:30 p.m.
All Souls Guild socials fourth Friday night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf in the United States
ST. ANN'S CHURCH FOR THE DEAF
Episcopal
426 West End Ave., near 80th St.
Services 11:30 a.m. every Sunday
The Rev. Columba Gilliss, OSB
Mail Address: 251 W. 80th St.
New York, N. Y. 10024

ALL SOULS' CHURCH FOR THE DEAF
Philadelphia, Pa.
The Rev. Roger Pickering, Vicar
When in historic Philadelphia, a warm welcome to worship with us! Services every Sunday, 1:30 p.m. St. Stephen's Church, 10th below Market, in Center City, Philadelphia.

When in Rochester, N. Y., welcome to
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St. Thomas Episcopal Church
Corner Highland Ave. and Winton Rd.
Rochester, N. Y. 14609
Services 10 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

Lutheran

OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the
Lutheran School for the Deaf
6861 E. Nevada, Detroit, Mich. 48234
Worship at 10:30 every Sunday
(9:00 a.m., June, July, August)
Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

When in Minneapolis, welcome to . . .
**BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF**
2901 38th Avenue South
Minneapolis, Minnesota 55406

Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .
EMMANUEL LUTHERAN CHURCH
2822 E. Floradora, Fresno, Calif. 93703
S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday: Bible Class, 9:15 a.m.; Worship
Service, 10:30 a.m. (interpreted).
Stanley Quebe, pastor; Clarence Elsberg, as-
sociate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
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OF THE DEAF**
421 W. 145 St., N. Y., N. Y. 10031
Sun. worship 2 p.m.—June-Aug. 1 p.m.
Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

Visiting New York "Fun" City?
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June-July-August)
Rev. Frederick Anson, Pastor
312-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

In Indianapolis it's . . .
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4201 North College Avenue
Indianapolis, Indiana 46205

Worship with Us every Sunday at 10:30 A.M.
Total Communication Services.
Pastor Marlow J. Olson
TTY & Voice (317)283-2623

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4710 S.E. Oak, Portland, Or. 97215
Worship every Sunday at 9:30 a.m.
One block north of Stark on 47th
503-256-9598, Voice or TTY
Rev. Shirrel Petzoldt, Pastor

Welcome to . . .
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OF THE DEAF**
3801 Gillham Road, Kansas City, Mo. 64114
Worship every Sunday, 11:00 a.m.
Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at . . .
**HOLY CROSS LUTHERAN CHURCH
FOR THE DEAF**
101 N. Beaumont, St. Louis, Mo. 63103

Just west of Rodeway Inn, Jefferson Ave.
Worship every Sunday, 10:30 a.m.
TTY (314) 725-8349
Rev. Martin A. Hewitt, pastor

**PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF**
205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Wm. Lange, pastor
TTY 644-2365, 644-9804
Home 724-4097

ROGATE LUTHERAN CHURCH OF THE DEAF

2447 East Bay Drive, Clearwater, Florida
(Between Belcher and Highway 19)
A church of the deaf, by the deaf, for the
deaf. Our services are conducted in sign lan-
guage by the pastors. Services 1st Sunday, 2:00
p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—
531-2761.
Rev. Frank Wagenknecht, pastor; Rev. Gary
Bomberger, associate

DEAF ZION LUTHERAN CHURCH
15000 N.W. 27th Ave., Miami, Florida 33504
Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

Every Sunday:
Bible Class 10:00 A.M.
Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

In North New Jersey meet friends at
**ST. MATTHEW'S LUTHERAN
CHURCH FOR THE DEAF**
510 Parker St. at Ballantine Pkwy.
Newark, N. J. 07104
(Bus No. 27 to B. Pkwy., 3 bl. West)
Sundays, 10 a.m.; Thursdays, 8 p.m.
Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

**ST. PAUL'S MISSION FOR THE DEAF
OF GREATER HARTFORD**
679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fel-
lowship Guild, 4th Thursday at 7:00 p.m.
ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.
Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.
ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.
Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.
The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
23 Thomson Rd., West Hartford, Ct. 06107
TTY (and voice) (203) 561-1144

United Methodist

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OF THE DEAF**
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Sunday Worship 11:00; Sunday Study 12:00
Rev. Tom Williams, minister
A place of worship and a place of service.
All are welcome.

FOREST PARK UNITED METHODIST CHURCH
2100 Kentucky Ave., Fort Wayne, Ind. 46805
Sunday School, 9:30 a.m.; church services,
11:00 a.m.
Total Communication Used
Grace Nursery, Coordinator for Deaf Ministry
Rev. C. Albert Nunery, Senior Pastor

When in Metropolitan Washington, D.C.,
worship at
**WASHINGTON UNITED METHODIST CHURCH
FOR THE DEAF**
7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.
Rev. LeRoy Schauer, pastor

**CHICAGO UNITED METHODIST CHURCH
OF THE DEAF**
Services in Dixon Chapel
77 West Washington St., Chicago, Ill. 60602
John M. Tubergen, leader
P. O. Box 683, Elmhurst, Ill. 60126

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning
worship, 11:00 a.m.; Bible Study, Tuesday,
7:30 p.m.

When in the Pacific paradise, visit
HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa Street, Honolulu, Hawaii 96815
Sunday School 9:15 a.m.; Worship 10:30 a.m.
Wed. Bible Study and Fri. Fellowship 7:00 p.m.
Children's weekday religious education classes
Rev. David Schiewek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to

CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Worship 11:00 a.m.
and 7:00 p.m.
Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH
3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va. 23513
Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)
Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF (Non-Denominational)

Meets in First Christian Church building
each Sunday.
Scott and Mynster Streets
Council Bluffs, Iowa
Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 69435
Contact: Deacon Jim Monahan,
TTY 815-727-6411

All in Joliet area welcome to signed Mass
Service at 10:45 a.m., 3rd Sunday, September
through June.

When in Allentown, Pa., welcome to
LEHIGH VALLEY CHURCH FOR THE DEAF
121 South 8th St., Allentown, Pa. 18101

Services held every fourth Sunday of the
month except July and August at 3:00 p.m.
An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES

1050 S. Hill St., Los Angeles, Calif. 90015
Sunday worship services,
11:00 a.m. and 7:30 p.m., signed.

Interdenominational
SALEM DEAF FELLOWSHIP
Meets in THE CHAPEL rented from the First
Free Methodist Church, 4455 Silverton Road
(enter off 45th).

Salem, Oregon 97303
Pastor William M. Erickson, Director
Voice/MCM (503) 581-1874
Sunday School 9:45 a.m.; worship 11:00 a.m.
We are a cooperative ministry for the deaf
by the churches of Salem. We welcome you
to study, worship and fellowship with us.

AMERICAN MISSIONS TO THE DEAF, INC.

Rev. C. Ray Roush, Chairman
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Mission Board—for and by the deaf. Deaf
Evangelists for your church. Foreign mis-
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1467 East Market St., Akron, Ohio 44305
"A friendly place to congregate"
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GATEWAY TO THE SOUTH
ATLANTA CLUB OF THE DEAF, INC.
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Atlanta, Georgia 30307
Open Every Friday and Saturday Night

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Open Friday and Saturday evenings

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4215 Maple Ave., Dallas, Texas 75219
Open Wed., Fri., Sat. eves
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Open Saturday evenings

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Saturday and Sunday

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Open every 4th Saturday night.

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Open Wednesday, Friday and Saturday
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Eugene Schick, president

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American Legion Auxillary Hall
612 McCully Street, Honolulu, Hawaii 96814
2nd Saturday of each month, 7:30 p.m.
Address all mail to:
Mrs. Norma L. Williams, secretary
727 Palani Avenue, Apt. No. 6
Honolulu, Hawaii 96816

When in Houston, you are welcome
to the

HOUSTON ASSOCIATION OF THE
DEAF, INC.
606 Boundary St., Houston, Texas 77009
Open Friday and Saturday evenings

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Open Friday and Saturday evenings
TTY 215-432-7133
Nelson C. Boyer, secretary

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The Greatest and Oldest Club of the Deaf
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Open Friday and Saturday nights.
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Business meeting on 2nd Friday of month.

ST. PETERSBURG ASSOCIATION OF THE DEAF, INC.

4255 56th Ave. North, St. Petersburg, Fla.
Socials every 1st and 3rd Saturday evenings
Leon A. Carter, Secretary
620 Hillcrest Mobile Home Park, Clearwater,
Florida 33515

THE TAMPA CLUB OF THE DEAF
(Windhorst A. W. Lodge No. 185, F&AM)
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TTY 813-244-2241 (Mrs. Seymour)
Open every 2nd Friday night.

LADIES SUNSHINE CIRCLE OF THE DEAF

(Since 1914)
Meets at 1223 S. Vermont Ave., Los Angeles,
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Augusta Lorenz, corresponding secretary
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THE CHARLES THOMPSON MEMORIAL HALL

1824 Marshall Ave., St. Paul, Minn. 55104
The nation's finest social club for the deaf
Established 1916

When in York, Pa., welcome to THE YORK ASSOCIATION OF THE DEAF, INC.

208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
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Samuel D. Shultz, Secretary

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New York, N. Y. 10023
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Thurs., Fri., Sat., Sun., holidays
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Irving Alpert, vice president
Max J. Cohen, secretary
Milton Cohen, treasurer

"OUR WAY"

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observance amongst the Jewish deaf
National Conference of Synagogue Youth
116 E. 27th St., New York, N. Y. 10016

MIAMI ASSOCIATION OF THE DEAF
15000 N. Miami Ave., North Miami, Florida
Open first and third Saturday of
every month
Secretary: Eleanor Struble

National Congress of Jewish Deaf

Gerald Burstein, President
6131 Claridge Drive
Riverside, Calif. 92506
Kenneth Rothschild, Secy.-Treas.
P. O. Box 24
Sloatsburg, N.Y. 10974
Alexander Fleischman, Executive Director
9102 Edmonston Court
Greenbelt, Maryland 20770

1978 NCJD CONVENTION
Beverly Hills, Calif., August 1-5

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The DEAF AMERICAN is printed by the offset process. Advertisements hav-
ing illustrations should be "camera ready."

Send orders to The Editor, THE DEAF AMERICAN, 5125 Radnor Road, In-
dianapolis, Indiana 46226.